



1<sup>st</sup>

INTERNATIONAL CONGRESS OF COGNITIVE BEHAVIORAL COACHING

**ICCBC**

# Congress Book



12<sup>th</sup>-15<sup>th</sup> of June 2014  
*Cluj-Napoca, Romania*



BABES-BOLYAI  
UNIVERSITY



Department of Clinical  
Psychology and Psychotherapy



**The 1<sup>st</sup> International Congress of Cognitive Behavioral Coaching  
- ICCBC 2014**

**12<sup>th</sup>-15<sup>th</sup> June 2014, Cluj-Napoca, Romania**

**Congress Book**

**Edited by**

**Oana A. David, Ph.D.**

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2014**

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## Welcome message



We are pleased to invite you to attend the **1st International Congress of Cognitive Behavioral Coaching**, which will take place in Cluj-Napoca, Romania, from 12th to 15th of June 2014.

This is the first international congress in the field of cognitive-behavioral coaching, organized by the **International Association of Cognitive Behavioral Coaching (IACBC)**. The Congress will be hosted by the **Babeş-Bolyai University**, which is the oldest academic institution in Romania, bringing together the cultural, scientific, and religious traditions in Transylvania. With 21 faculties, more than 45.000 students and academic curricula for different specializations in Romanian, Hungarian, German and English, Babeş-Bolyai University is actively involved in developing the field of psychological coaching through its **International Coaching Institute** and **European Coaching Center**, and supporting the European and International academic associations, like the IACBC. The International Coaching Institute/European Coaching Center is an academic spin-off in the Department of Clinical Psychology and Psychotherapy, which represents a pole of excellency for training and research in cognitive-behavioral interventions, and functions in strong connection with the The International Institute for the Advanced Studies of Psychotherapy and Applied Mental Health.

The **1st International Congress of Cognitive Behavioral Coaching** promises to be a memorable event from a scientific, cultural and social perspective alike. The program includes keynote addresses, roundtable discussions, panel debates, symposia, open papers, poster sessions, pre-congress and in-congress workshops covering a full range of cognitive-behavioral coaching applications at introductory, intermediate and advanced levels. We are happy to be able to host the first edition of the **International Congress of Cognitive Behavioral Coaching** and we hope that you will join us in Cluj-Napoca in 2014.

**Congress President:** Professor, Ph.D., Daniel David, Babes-Bolyai University

## **Committees of the Congress**

### **Scientific Program Committee**

Daniel David, Romania - Chair  
Michael Cavanagh, Australia  
Oana David, Romania  
Susan David, USA  
Windy Dryden, UK  
Arthur Freeman, USA  
Mircea Miclea, Romania  
Adrian Opre, Romania  
Stephen Palmer, UK  
Florin Alin Sava, Romania  
Tullio Scrimali, Italy  
Mehmet Sungur, Turkey

### **Organizing Committee**

#### *Coordinator:*

Oana David, Ph.D.

#### *Members:*

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Aurora Szentagotai, Ph.D.  
Carmen Cotet, M.A.  
Roxana Cardos, M.A.  
Diana Candea, M.A.  
Costina Pasarelu, M.A.  
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Sergiu Valenas, M.A.  
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### **International Advisory Board**

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Ana Maria Serra, Ph.D, Brasil  
Mehmet Sungur, Ph.D, Turkey  
Laszlo Vasa, Ph.D, Hungary

## Sponsoring Organizations

### International Association of Cognitive-Behavioral Coaching (IACBC)

The International Association of Cognitive-Behavioral Coaching is the first international body in the field of cognitive-behavioral approach to psychological coaching. The IACBC has the mission to (1) advance the development of the cognitive-behavioral coaching field, and (2) promote an evidence-based approach toward coaching, in the benefit of the professional community, organizations, society, and improvement of people's lives and performance.



<http://www.international-coaching.org/iacbc>



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**Units of Babes-Bolyai University**



**Departament of Clinical  
Psychology and Psychotherapy**

[www.clinicalpsychology.ro](http://www.clinicalpsychology.ro)



**The International Institute for the  
Advanced Studies of Psychotherapy  
and Applied Mental Health**  
[www.psychotherapy.ro](http://www.psychotherapy.ro)



**Platform of Robotherapy Virtual  
Reality Therapy - PSYTECH-MATRIX**

[www.psytech.ro](http://www.psytech.ro)

## Congress Venue

### Aula Magna - Babes-Bolyai University Central Building

Adress: No.1 Mihail Kogalniceanu Street, Cluj Napoca

### Aula, Jean Monnet, Club, Robert Schumann - Faculty of European Studies

Adress: No.1 Emmanuel de Martonne Street, Cluj Napoca



**A:** Faculty of European Studies

**B:** Babes-Bolyai University



## Keynotes



### **Multimodal and Integrative CBT: implications for the coaching field**

Daniel David, Ph.D., Babes-Bolyai University, Romania



### **Life coaching: a rational emotive behavioral approach**

Windy Dryden, Ph.D., Goldsmith's College, University of London, UK



### **Executive Prescriptive Coaching**

Arthur Freeman, Ed.D., Midwestern University, USA



### **Neuroscience Based Cognitive Behavioral Coaching**

Tulio Scrimali, Ph.D., University of Milan, Italy



### **Men and women in relationships: Similarities and differences (Are men really from Mars and women from Venus?)**

Mehmet Sungur, Ph.D., Medical School of Marmara University, Turkey



### **Coaching through Power and Political Based Dynamics within Organizations**

Kathleen Nosal Player, Ed.D, MSN, MBA, MS-C, Midwestern University, USA



### **Finding solutions in the space between cognitions -Extending the Cognitive Behavioural approach**

Michael Cavanagh, Ph.D., University of Sydney, Australia

## Meet the experts seminars

Dominic DiMattia, Ph.D., Bridgeport University, USA

Windy Dryden, Ph.D., University of London, UK

Arthur Freeman, Ph.D., Midwestern University, USA

## Corporate coaching needs seminars

1. Diana Vancea, Head of Recruitment and Career Management - Transilvania Bank /
2. Carmen Imbarus, Head of Human Resources Department - Intesa Sanpaolo Bank
3. Camelia Hanga, Training Manager - Betfair Romania
4. Shinji Naruo, CEO - Naruo RI / Dan Pitic, Owner – Perpetuum
5. Kathleen Player, VP - Midwestern U / Florin Petean, CEO - CDM

# Workshops

## Pre-congress workshops

### Full day workshops

RET and Coaching: Rational Effectiveness Training Approach to Organizational Development - *Dominic DiMattia, Ph.D.*

Cognitive Behavioural Coaching in One session - *Windy Dryden, Ph.D.*

Cognitive Behavioral Coaching from a systems perspective - new models for new challenges - *Michael Cavanagh, Ph.D.*

### Half day workshops

Cognitive-Behavioral Systems Approach in Couple and Sex Problems - *Mehmet Z. Sungur, Ph.D.*

Multimodal and Integrative CBC: applications of positive psychology in human development and optimization - *Daniel David, Ph.D.*

## In-congress workshops

From Group Performance to Team Performance: Facilitating Optimal Organizational Success - *Angela Breitmeyer, Ph.D.*

From Group Performance to Team Performance: Managing conflict, crisis, and interpersonal challenges - *Angela Breitmeyer, Ph.D.*

Applied Psychophysiology and Biofeedback as a powerful adjunct to Cognitive Behavioral Coaching - *Tullio Scrimali, Ph.D.*

The Cognitive-Behavioral Model and Coaching: A Successful Partnership - *Ana Maria M. Serra, Ph.D.*

CBC for stress management in university students - *Behrooz Birashk, Ph.D.*

Prescriptive Executive Coaching: fitting the interventions to best meet the needs of the client - *Arthur Freeman, Ed.D & Irene Henriette Oestrich, Ph.D.*

# Congress Scientific Program

Thursday, the 12th of June / Registration: 09.00-18.00

## Location

Timeline	Club	Aula	Jean Monnet	Robert Schumann
09.00-09.45		Full day workshop: RET and Coaching: Rational Effectiveness Training approach to Organizational Development <b>Dominic DiMattia, Ph.D</b>	Cognitive Behavioral Coaching in one session <b>Windy Dryden, Ph.D</b>	Cognitive Behavioral Coaching from a systems perspective – new models for new challenges <b>Michael Cavanagh, Ph.D</b>
09.45-10.15				
10.15-10.45 <b>Coffee break</b>				
10.45-12.00				
12.00-13.30 <b>Lunch beak</b>				
13.30-14.15	Cognitive-Behavioral Systems Approach in Couple and Sex problems <b>Mehment Sungur, Ph.D</b>			
14.15-14.45				
14.45-15.15 <b>Coffee break</b>				
15.15-16.30				
16.30-17.45				
18.00-19.00	Opening reception - Hall			

Friday, the 13 <sup>th</sup> of June 2014 / Registration: 08.00-18.00				
Location				
Timeline	Aula	Jean Monnet	Robert Schumann	Club
08.00-09.00	Registration - Aula (European Studies Faculty)			
09.00-09.30	Opening Ceremony - Aula Magna (Central Building BBU)			
09.30-10.15	The Cognitive Behavioral Model and Coaching: A successful Partnership <b>Ana Maria Serra, Ph.D.</b>	Keynote <b>Arthur Freeman, Ed.D.</b> - Aula Magna		
10.15-10.45		Coffee break	Coffee break	Coffee break
10.45-12.00		Parallel session I Session 1 - Open papers	Parallel session I Session 9 - Symposium	Parallel session I Session 6 - Symposium
12.00-13.30		Lunch break	Lunch break	Lunch break
13.30-14.15		Keynote <b>Tullio Scrimali, Ph.D.</b>	Keynote <b>Mehmet Sungur, Ph.D.</b>	
14.15-14.45	From Group Performance to Team Performance: Facilitating Optimal Organizational Success <b>Angela Breitmeyer, Ph.D.</b>		Corporate Coaching needs 1 <b>Transilvania Bank</b>	Corporate Coaching needs 1 <b>Intesa Sanpaolo Bank</b>
14.45-15.15		Coffee break	Coffee break	Coffee break
15.15-16.30		Meet the expert <b>Windy Dryden, Ph.D.</b>		Parallel session II, Session 4 - Symposium
16.30-17.45		Parallel session III Session 2 - Open Papers	Parallel session III Session 3 - Open Papers	Parallel session III Session 2 - Symposium
19.00 – 23.00	Dinner – Traditional Romanian Food			

**Saturday, the 14<sup>th</sup> of June 2014 / Registration: 09.00-18.00**

Location					
Timeline	Aula/ L1		Jean Monnet	Robert Schumann	Club
09.00-09.45	Prescriptive executive coaching: fitting the interventions to best meet the needs of the clients. <b>Arthur Freeman, Ed.D, Irene Henriette Oestrich, Ph.D.</b>  <b>Aula</b>	Applied Psychophysiology and Biofeedback as a powerful adjunct to Cognitive Behavioral coaching. <b>Tullio Scrimali, Ph.D.</b>  <b>L1</b>	Keynote <b>Michael Cavanagh, Ph.D.</b>		
09.45-10.15			Corporate coaching needs2 <b>Betfair</b>		
10.15-10.45			<b>Coffee break</b>	<b>Coffee break</b>	<b>Coffee break</b>
10.45-12.00			<b>Parallel session IV</b> Session 7- Symposium	<b>Parallel Session IV</b> Session 5- Symposium	<b>Parallel session IV</b> Session 1: Panel  <b>Poster Presentations Hall</b>
12.00-13.30			<b>Lunch break</b>	<b>Lunch beak</b>	<b>Lunch break</b>
13.30-14.15			Keynote <b>Daniel David, Ph.D.</b>	Keynote <b>Kathleen Nosal Player, Ph.D.</b>	
14.15-14.45	From Group Performance to Team Performance: Managing conflict, crisis, and interpersonal challenges <b>Angela Breitmeyer, Ph.D.</b>  <b>Aula</b>		Corporate coaching needs 3 <b>Naruo Research Institute</b>	Corporate coaching needs 3 <b>Perpetuum</b>	
14.45-15.15			<b>Coffee break</b>	<b>Coffee break</b>	<b>Coffee break</b>
15.15-16.30			Meet the experts seminar <b>Arthur Freeman, Ph.D.</b>		<b>Parallel session V</b> Session 8: <b>Symposium</b>
16.30-17.45			<b>Parallel session VI</b> Session 5: Open papers	<b>Parallel session VI</b> Session 4: Open papers	Round table: <b>CBC</b>
19.00	<b>Dinner &amp; Dance</b>				

Sunday, the 15 <sup>th</sup> of June				
Location				
Timeline		Jean Monet	Club	
09.00-9.45		Keynote <b>Windy Dryden, Ph.D.</b>		
9.45-10.15		Corporate coaching needs 4 <b>Midwestern U</b>	Corporate coaching needs 4 <b>CDM</b>	
<b>10.15-10.45</b>	<b>Coffee break</b>			
10.45-12.00		Meet the experts seminar <b>Dominic DiMattia, Ph.D.</b>	<b>Parallel session VII</b> Session 3: Symposium	
12.00-13.30	<b>Closing Ceremony &amp; Announcing the 2017 ICCBC Jean Monet/Hall</b>			
13.30-15.15	<b>Sightseeing for guests – Cluj tour or Turda Salty mine</b>			

## Parallel sections

SESSION TYPE / NUMBER	SESSION NAME	CHAIR	DISCUSSANT	PRESENTERS	PARALLEL SESSIONS	LOCATION
Session 1: Open papers	CBC and therapy models	Michael Cavanagh, Ph.D.		1. Sally Felton - <i>Using CEST and S-REF to help coachees effectively overcome maladaptive behaviour patterns</i> 2. Silvia Magurean - <i>Evaluative conditioning in the context of smoking reduction: Preliminary data from a randomized clinical trial</i> 3. Doina Cozman - <i>Crisis Intervention through the Romanian Suicide Prevention Helpline. A Content Analysis</i> 4. Silvia Magurean - <i>Mindfulness-based approaches in substance abuse: preliminary results from a meta-analytic perspective</i>	Parallel session(I)	Jean Monet
Session 6: Symposium	Parenting coaching, work-life balance	Oana David, Ph.D.	Dominic DiMattia, Ph.D.	1. Gordon Bar Sunny - <i>Self-Efficacy &amp; Well-Being Increase with Israeli Single Mothers through Systems Coaching (SC): "I marked a path which I follow; there are setbacks I am my own master."</i> 2. Podina Ioana - <i>New tools in the service of parenting: Computerized training to positive stimuli</i> 3. Costina Pasarelu - <i>The intergenerational transmission of worry and interpretative biases: the mediating role of children's "anxious cognitions"</i> 4. Oana David - <i>Online coaching for parents: The Rational Positive Parenting Program</i> 5. Pasarelu Costina - <i>Relationship between worry, perfectionism, and academic achievement in children. Implications for parenting</i>	Parallel session(I)	Club
Session 9: Symposium	CBC: Assessment and application for different groups	Mehmet Sungur, Ph.D.	Arthur Freeman, Ph.D.	1. Ulaş Özcan - <i>Application of Psychometric Approach to Cognitive Behavioural Coaching Process</i> 2. Selin Sertel - <i>CBC model which is the infrastructure of an ICF approved ACSTH Program</i> 3. Elgiz Henden - <i>Cognitive Behavioral Coaching Practices for Adolescents</i>	Parallel session(I)	Schumann

<b>Session 4: Symposium</b>	<b>Is CBC evidence- based?</b>	<b>Oana David, Ph.D.</b>	<b>Michael Cavanagh, Ph.D.</b>	<p>1. Alexandra Negut - <i>Cognitive assessment and rehabilitation in virtual reality: theoretical review and practical implications</i></p> <p>2. Radu Soflau - <i>A summary of coaching effectiveness</i></p> <p>3. Sergiu Valenas - <i>Integrating cognitive behavioral strategies in coaching</i></p> <p>4. Roxana Cardos - <i>Virtual reality exposure for overcoming fear of flying: What is the future of cognitive-behavioral interventions?</i></p>	<b>Parallel session(II)</b>	<b>Club</b>
<b>Session 2: Open papers</b>	<b>Health Coaching</b>	<b>Florin Sava, Ph.D.</b>	<b>Kathleen Nosal Player, Ph.D.</b>	<p>1. Andreea Munteanu - <i>Health coaching in preventing eating disorders for college women. A trans-cultural study in Catalonia and Romania</i></p> <p>2. Florin Alin Sava - <i>Guidelines for running a successful weight loss coaching program for overweight and obese adults</i></p> <p>3. Yael Latzer - <i>Integrating Dynamic Aspects to and Cognitive Behavioral Approaches in the treatment of Bulimia Nervosa</i></p> <p>4. Aurora Szentagotai - <i>EduCare - a new program for the training of elderly carers</i></p>	<b>Parallel session(III)</b>	<b>Jean Monet</b>
<b>Session 3: Open papers;</b>	<b>Stress, emotion- regulation and performance</b>	<b>Daniel David, Ph.D.</b>		<p>1. Karol-Julien Wild - <i>The efficiency of an "ACT" Stress Management Program on Anger and Job Satisfaction</i></p> <p>2. Cristina Mogoase - <i>Hardiness, rationality and emotional distress</i></p> <p>3. Cristina Mogoase - <i>Developing and testing an implicit measurement of rationality/irrationality: the Implicit Association Test of Rational/Irrational Thinking (IAT-RIT)</i></p> <p>4. Șerban Condrea - <i>Towards mindfulness mechanisms: Effects of brief mindfulness meditation training on emotion regulation and negative affect reactivity to induced stress</i></p>	<b>Parallel session(III)</b>	<b>Schumann</b>
<b>Session 2: Symposium</b>	<b>Executive coaching: assessment and models</b>	<b>Oana David, Ph.D.</b>	<b>Arthur Freeman, Ph.D.</b>	<p>1. Andreea Munteanu - <i>Testing a double perspective instrument for measuring managerial coaching skill</i></p> <p>2. Oana David - <i>Prescriptive index: online assessment for executive cognitive-behavioral coaching</i></p> <p>3. Sean A. O'Connor - <i>Beyond the individual: Cognitive behavioral coaching approaches to working with leadership network cognitions</i></p>	<b>Parallel session(III)</b>	<b>Club</b>



				<p>4. Silviu A. Matu - <i>A Multi-rater Approach to Managerial Coaching Measurement. Development and Initial Validation of the Managerial Coaching Assessment System (MCAS)</i></p> <p>5. Oana A. David - <i>Improving Managers Coaching Skills during Adversity. Development and Validation of the Rational Managerial Coaching Program (rMCP)</i></p>		
<b>Session 1: Panel</b>	<b>Evidence-based training in coaching</b>	<b>Oana David Ph.D.</b>	<b>Michael Cavanagh, Ph.D.</b>	<p>1. Oana A. David - <i>Evidence-based training in cognitive-behavioral coaching: Effectiveness of the personal development component of the CBC: Academy of Life and Executive Coaching course</i></p> <p>2. Silviu A. Matu - <i>Cognitive-behavioral processes of trainees personal development based on the ABC model</i></p> <p>3. Stefan Simona - <i>Consultation offered by the clinical psychologist in organizational and industrial settings</i></p> <p>4. Diana Mirela Candea - <i>Attitudes of the Romanian CBT professionals towards Cognitive Behavioral Coaching</i></p>	<b>Parallel session(IV)</b>	<b>Club</b>
<b>Session 5: Symposium</b>	<b>Life coaching</b>	<b>Daniel David, Ph.D.</b>	<b>Windy Dryden, Ph.D.</b>	<p>1. Costea Roxana - <i>Research studies on Empowerment Life Coaching Program: Part 1 Building the foundation</i></p> <p>2. Giovanni M. Ruggiero - <i>Constructivist approaches in the ABC framework applied to coaching: emotional awareness, dilemmatic structures, and life themes and plans</i></p> <p>3. Diana Candea - <i>Self-conscious emotions and coaching alliance</i></p> <p>4. Ionut Mone - <i>Religiousness, Spirituality and Work Values : Implications for Coaching Programs</i></p>	<b>Parallel session(IV)</b>	<b>Schumann</b>
<b>Session 7: Symposium</b>	<b>Coaching in education</b>	<b>Adrian Opre, Ph.D.</b>	<b>Dominic DiMattia, Ph.D.</b>	<p>1. Adrian Opre - <i>Coaching teachers: Rational Emotive Behavioral Education efficiency.</i></p> <p>2. Thea Ionescu - <i>Coaching in early childhood</i></p> <p>3. Dana Opre - <i>Coaching for teaching and learning in higher education</i></p> <p>4. Dana Dumulescu - <i>Career coaching for college students</i></p>	<b>Parallel session(IV)</b>	<b>Jen Monet</b>

Poster Session	Cognitive behavioral coaching: well-being and performance			<p>1. Gabriela Vaida - <i>Effectiveness of emotion regulation strategies in effectively managing states of envy and employee performance</i></p> <p>2. Stoica Hajnalka - <i>Cognitive-behavioral coaching for performance anxiety: a case study of a world top athlete</i></p> <p>3. Irina Holdevici - <i>Combining mindfulness techniques with cognitive-behavioral therapy for perfectionism and procrastination</i></p> <p>4. Gina M. Neamtu - <i>Coaching emotion-regulation in children through REBE: effectiveness of the RETMAN rational stories</i></p> <p>5. Pop Carmen Liana - <i>The implementation of the programme "Retman's story" in primary school children</i></p> <p>6. Pasca Ildiko Carmen - <i>Emotional regulation of anger in parents and children. The relationship between parents cognition, behavior, parental anger and behavior of 5-th to 7-th grade children</i></p> <p>7. Pop Carmen Liana - <i>The effects of the Rational Parenting Program on parenting outcomes</i></p> <p>8. Larisa L. Nica - <i>The efficacy of an acceptance based strategy for regulating emotions on reducing procrastination in workplace tasks</i></p> <p>9. Alexandra Les - <i>Cognitive-behavioral coaching using virtual reality as exposure versus virtual reality exposure training on speech performance in subjects with public-speaking anxiety: A randomized clinical trial</i></p> <p>10. Ioana Salagean - <i>Effects of positive reappraisal and negative functional reappraisal on public speaking performance and emotional experience in social phobia patients</i></p> <p>11. Iulia Lechintan - <i>Effects of group cognitive-behavioral coaching with exposure in virtual reality compared with virtual reality exposure therapy on emotional reactivity among people with public speaking anxiety: A randomized clinical trial</i></p> <p>12. Teodora Duta - <i>Employee Rational and Irrational Beliefs - a new instrument for cognitive behavioral assessment</i></p> <p>Presenter</p> <p>13. Simona Trifu - <i>Delusional and</i></p>	Parallel session(IV)	Hall
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				<p>dysfunctional beliefs. Psychotic construction of a personality with physical disabilities</p> <p>14. Chrysoula Kostogiannis - <i>The role of Greek philosophy in REBT coaching: A theoretical suggestion for a forceful-rational-coping-self-statements approach through Greek philosophical quotations</i></p> <p>15. Delia C. Suceveanu - <i>Relationship between emotional regulation and burnout among nurses. Mediating role of irrational beliefs. Comparing two strategies of emotional regulation: reappraisal and suppression</i></p> <p>16. Ramona Moldovan: <i>The impact of objective versus subjective risk on emotional distress in breast cancer women</i></p>		
<b>Session 8: Symposium</b>	<b>Translating clinical research into coaching practice</b>	<b>Martin Grosse Holtforth</b>	<b>Daniel David, Ph.D.</b>	<p>1. Martin Grosse Holtforth - <i>Translating clinical research into coaching practice</i></p> <p>2. Andreea Visla: <i>Cognitions in cognitive-behavior therapies: The role of descriptions, inferences and evaluations in predicting emotional distress. Implications for coaching field</i></p> <p>3. Ioana Podina: <i>Being socially anxious is not enough: Response expectancy mediates the effect of social anxiety on state anxiety in a stressful situation. Implications for organizational setting</i></p> <p>4. Christoph Flückiger: <i>The working alliance as a common factor across settings - An overview of recent meta-analyses</i></p>	<b>Parallel session(V)</b>	<b>Club</b>
<b>Session 4: Open papers</b>	<b>Stress Management and performance coaching</b>	<b>Silviu Matu, Ph.D.</b>	<b>Simona Stefan, Ph.D.</b>	<p>1. Karol-Julien Wild - <i>Managing the double Agenda in Executive Coaching</i></p> <p>2. Carmen Dominica Cotet - <i>A case for adjusting emotional expectancies as a tool in Cognitive Behavioral Coaching</i></p> <p>3. Canta Alexandra - <i>Positive Reappraisal and Suppression by Faking: An experimental study on the compared efficiency of two emotion regulation strategies in job interview public speaking</i></p> <p>4. Wietske Idema - <i>A case study on coaching young talented soccer players improving performances by developing their self-regulatory skills</i></p> <p>5. Ionica Cristina - <i>Coaching military leaders for a high job performance</i></p>	<b>Parallel session(VI)</b>	<b>Schumann</b>

<b>Session 5: Open papers</b>	<b>Positive psychology</b>	<b>Aurora Szentagotai Tatar, Ph.D.</b>		1. Diana E. Pop - <i>Positive Emotion Regulation. A Study for Increasing Savoring the Moment: Differential Impact on Positive and Negative Outcomes</i> 2. Lia E. Oltean - <i>Counting Blessings vs. Counting Events: Investigating Gratitude and Subjective Well-Being in Daily Life</i> 3. Diana Tarcea - <i>The efficacy of a positive psychology based intervention in parenting</i>	<b>Parallel session(VI)</b>	<b>Jean Monet</b>
<b>Session 3: Symposium</b>	<b>Innovative technology and coaching</b>	<b>Daniel David, Ph.D.</b>	<b>Tullio Scrimali, Ph.D.</b>	1. Cristina Costescu - <i>Robot-enhanced intervention: applications for anger management and depressed mood in children</i> 2. Cristina Costescu - <i>Robo-RETMAN and Therapeutical Cartoons in reducing anxiety of elementary school children</i> 3. Roxana Cardos - <i>Integrating Advancements from CBT into CBC: Attention Bias Modification for coaching public speaking skills</i> 4. Oana David - <i>E-coaching: the stress management PsyPills app</i>	<b>Parallel session(VII )</b>	<b>Club</b>

## OPEN PAPERS

### Open papers Session 1: CBC and therapy models

Chair: **Michael Cavanagh, Ph.D.**

1. *Using CEST and S-REF to help coachees effectively overcome maladaptive behaviour patterns.*

Presenter: Sally Felton, Ph.D. student

Author 1: Sally Felton, University of Sydney, Australia

Author 2: Michael Cavanagh, University of Sydney, Australia

Abstract:

The role of coach often involves helping the coachee better manage cognitions in order to turn maladaptive behaviour into more adaptive responses (Peterson, 2006). Whilst Cognitive Behavioural Theory is a widely used evidence-based approach to tackle behaviour change, it relies largely on the modification of the cognitive system via conscious processing. Yet, coachees are often subject to impulsive maladaptive responses that undermine their conscious planning and cause them to behave against their better judgement. Epstein's Cognitive Experiential Self Theory (CEST) and Wells S-REF theory are useful additions to the Cognitive Behavioural coachees toolkit to help address irrational behaviour patterns. CEST posits that there are two systems by which individuals process information; the preconscious experiential system and the conscious rational system (Epstein, 2003). Use of the experiential system in Epstein's theory provides some explanation and prescription for action in the coaching context when standard cognitive restructuring is struggling to be effective. The S-REF theory takes a broader, metacognitive approach and understanding of its mechanisms can guide the coach to help coachees modify maladaptive attentional and response patterns toward more effective processing routines. This paper explores the use of these theories in three case studies: Study 1 exhibits the use of CEST and SREF to help coachee better manage his aggressive behaviour during meetings through the use of imagery (to tap into the experiential system and understand current response and plan for future more adaptive responses) and solution-focused coaching, to identify alternate positive scanning patterns and response options (S-REF). Study 2 explores a case where the use of CBT for the coachee to cope with high anxiety-inducing situations has led to rumination and exacerbation of her anxiety. Methods for creating emotionally significant corrective experiences through imagery (CEST) and managing deployment of attention (SREF) are used to reduce anxiety. In Study 3, the coachee is repetitively forgetful. Given the absence of mindfulness, this coaching study focuses only on the preconscious experiential system (CEST). A stimulus-response reaction is induced using imagery to pair forgotten items with routine events in order to create behaviour change.

## *2. Evaluative conditioning in the context of smoking reduction: Preliminary data from a randomized clinical trial*

Presenter: Silvia Magurean, Ph.D.

Author 1: Silvia Magurean, West University of Timisoara, Romania

Author 2: Nastasia Sălăgean, West University of Timisoara, Romania

Author 3: Ticu Constantin, Alexandru Ioan Cuza University, Romania

Author 4: Florin Alin Sava, West University of Timisoara, Romania

### **Abstract:**

A known paradox in smoking is that even though people understand that the negative consequences overtake the benefits of the substance abuse, they continue to smoke. The chemical addiction is only partially responsible for this effect. The dual process models of information processing could explain this paradox often encountered in substance abuse disorders. The reflexive - impulsive model developed by Strack & Deutsch (2004) states that we have two systems of information processing which can operate simultaneously: a fast, automatic, impulsive system (implicit) and a slow, deliberate, reflexive system (explicit). Recent research in addiction suggests that both implicit and explicit processes have an important role in substance abuse (Chassin, Presson, Sherman, Seo, & Macy, 2011). Even though a smoker knows smoking has negative consequences, because of previous experiences the impulsive system will automatically assign a positive valence to smoking related stimuli. Automatic positive associations are activated each time a smoker encounters smoking cues, generating a strong desire to smoke (Deutsch & Strack, 2006).

Most interventions designed to reduce smoking focus either on pharmacotherapy, or on changing explicit, reflexive processes (cognitions, behavior, routines), either individually or in a group setting. None of these interventions have components meant to change implicit (impulsive) processes related to smoking. Recent programs for implementing changes at implicit level are based on evaluative conditioning procedures, but their effect in smoking reduction has not been empirically tested so far.

The present paper presents preliminary results of a randomized control trial for smoking reduction. Participants were randomly assigned to one of the three interventions: (a) pharmacotherapy based on varenicline; (b) a psychological intervention in a group setting, addressing the explicit processes involved in smoking; (c) a mixed intervention which combines the psychological explicit group program with an evaluative conditioning procedure. All three interventions were implemented over a four week period, and the main outcome was the number of cigarettes smoked per day.

The results show that all three interventions have significant effect in reducing the number of cigarettes smoked per day, but there was no significant difference between the three interventions. The dynamic of implicit and explicit attitude change following the three interventions, as well as theoretical and practical implications for research and programs for smoking reduction will be addressed.

### *3. Crisis Intervention through the Romanian Suicide Prevention Helpline. A Content Analysis*

Presenter: Doina Cozman, M.D.

Author 1: Doina Cozman, "Iuliu Hatieganu" University of Medicine and Pharmacy; Romanian Alliance For Suicide Prevention – ARPS, Romania

Author 2: Cristina Dana Herța, "Iuliu Hatieganu" University of Medicine and Pharmacy, Cluj-Napoca, Romania

#### Abstract:

**Introduction:** “Tel-Verde Antisucid” is the Romanian suicide prevention helpline established by the Romanian Alliance for Suicide Prevention. Its main goal is to assist people that are suicidal or experience a crisis situation, to provide crisis intervention via telephone and to ensure primary prevention of suicide. **Aim:** To assess what categories of messages were verbalized by callers during the calls to the suicide prevention helpline.

**Method:** The helpline is operated in 12-hour shifts from 7 PM to 7 AM that cover all nights in a week, and can be called free of charge via the main Romanian telephone network providers. The volunteers answering calls to Tel-Verde undergo structured training sessions consisting of roleplays and practical demonstrations regarding specific approaches of various types of callers, from persons that are acutely suicidal to those who misuse the crisis line. Due to confidentiality and ethical considerations, calls are not recorded. However, detailed reports concerning the duration and content of the calls are submitted by each volunteer at the end of the shift. The identity of the callers and volunteers is confidential; volunteers have a code name that they can give if callers ask their name. More than 1000 calls were received at the helpline, 150 of which lasted between 5 and 120 minutes or more. A content analysis of the volunteer reports describing the calls to the Romanian suicide prevention helpline was performed.

**Results:** The following 10 categories of contents were identified in the calls received: cry for help, support in existential crisis, verbalizing personal experiences by the caller, universality, providing information, requesting information, expressing gratitude, dysfunctional use of the crisis line, interference/obstruction of the crisis line, chit-chat. Cry for help messages were identified in more than 50% of the calls, often with verbalizing personal experiences. Other frequently used self-help mechanisms were expressions of support or empathy, providing advice, and universality (recognition), while requesting advice about health-care or social services featured only occasionally. Callers rarely engaged in chit-chat (less than 5%).

**Discussion/Conclusion:** Crisis intervention via telephone appears to have relevant additional value as a platform for talking about the meaning of life, and also for people who reach the boundary between life and death and seek a context for sharing their experience. **Practical implications:** Tel-Verde Antisucid ensures crisis counseling at night timeframe which is not covered by other public or private institutional mental health services. It also breaks the irrational assumption of the suicidal persons: “nobody listens to my sorrows, nobody is concerned with me” . It is the only helpline that serves the entire Romania in the field of primary prevention of suicide.

#### *4. Mindfulness-based approaches in substance abuse: preliminary results from a meta-analytic perspective*

Presenter: Silvia Magurean, Ph.D.

Author 1: Silvia Magurean, West University of Timisoara, Romania

Author 2: Alexandra Negut, Babes-Bolyai University, Romania

Author 3: Roxana Sarbu, West University of Timisoara, Romania

Author 4: Andrei Rusu, West University of Timisoara, Romania

Author 5: Daniel David, Babes-Bolyai University, Romania

##### Abstract:

Over the last decade, there has been an increase of interest in studying mindfulness-based interventions in health promoting behaviors. Overall, results from randomized control studies and meta-analytic reviews support the efficacy of mindfulness-based approaches in improving physical, mental health and well-being. Although a great deal of research has been conducted on substance abuse treatment, a search in the literature has revealed two systematic reviews concerning mindfulness meditation in the treatment of substance use disorders (Katz & Toner, 2013; Zgierska et al., 2009) reporting rather inconclusive data. Therefore, we aimed at conducting a meta-analytic review in order to clarify the current state of the research on the efficacy of mindfulness-based approaches in substance abuse treatment (e.g., smoking, drug, alcohol abuse). Moreover, our approach focused on the identification of potential moderators and updating the data pool by adding newer studies which have been published after the existing systematic reviews.

A search in the literature using PsychInfo and MEDLINE databases has been conducted using the following keywords: mindfulness, substance use, substance abuse, addiction, intervention, training, program and \*therapy. Only randomized trials, quasi-experimental studies or pre-post interventions which used mindfulness-based approaches in the treatment of substance use (smoking, drug or alcohol abuse) have been included. The analytic strategy has been conducted using Borenstein et al. (2009) guidelines for random-effects meta-analysis.

As in previous reviews, we also report heterogeneous results. Moreover, potential moderators of the interventions' effects are addressed. The implications of the present results for designing mindfulness-based interventions for substance abuse disorders are discussed.

## **Open papers Session 2: Health Coaching**

Chair: **Florin Sava, Ph.D.**

Co-Chair: **Kathleen Nosal Player, Ph.D.**

#### *1. Health coaching in preventing eating disorders for college women. A trans-cultural study in Catalonia and Romania*

Presenter: Andreea Munteanu, M.A.

Author 1: Andreea Munteanu, Universitat Autònoma de Barcelona, Spain



#### Abstract:

**Objective:** Health coaching has attracted much attention as being a promising approach in health outcomes but there still is a lack of evidence in preventing eating disorders (ED). As one of the main predictors for ED in young women, is the body image dissatisfaction we intend to: 1) Study the effectiveness of health coaching in preventing ED in college women by improving their body image satisfaction 2) Determine possible cultural influences in the effectiveness of health coaching program (western vs. eastern) 3) Compare the effectiveness of health coaching with other prevention programs in college- women.

**Design:** This is a quasi-experimental study, using a randomised controlled design with assessments at pre-test, post-test, 6 months follow-up and 1 year follow-up. Measures include screening for ED, socio-cultural attitudes towards appearance, body image satisfaction and self-esteem.

**Method:** A total of 80 college women from Romania and Spain, (18-25 years) will be recruited from university campus. Participants with high scores of body image dissatisfaction, will be randomly assigned in one of the two conditions of the study. The intervention group will attend 5 sessions of group coaching, 1 session of 90 min/week. The program will follow psychological models as readiness to change framework, cognitive-dissonance theory, cognitive restructuring, theories of motivation, positive psychology and typical coaching techniques as goal setting, feedback, Socratic questioning, etc.

**Results:** Between and within cultural group comparisons using ANOVA and T-test will be performed. We anticipate significant effects in improving body image satisfaction, better size effect than other traditional programs and cultural differences in the response to the health coaching program.

**Conclusion:** Results will be discussed in the light of coaching psychology in health field noting that health coaching programs could be more effective to prevent ED than other traditional programs. A new career opportunity could be outlined as health coach.

#### *2. Guidelines for running a successful weight loss coaching program for overweight and obese adults*

**Presenter:** Florin Alin Sava, Ph.D.

**Author 1:** Florin Alin Sava, West University of Timisoara, Romania

**Author 2:** Nastasia Salagean, West University of Timisoara, Romania

**Author 3:** Roxana Sarbu, West University of Timisoara, Romania

**Author 4:** Andrei Rusu, West University of Timisoara, Romania

#### Abstract:

**Background:** Obesity (having a body mass index (BMI) of over 30 kg/m<sup>2</sup>), and overweight (having a BMI between 25 and 30) are among the fastest growing medical conditions in the world. In Europe, the prevalence of obesity in men can reach 28.3%, while in women it can soar up 36.5%. In addition to the numerous health problems associated with this disease, numerous psychological issues have been observed, such as increased risk of developing depression in women, decreased self-esteem and decreased quality of life. Similar problems have been identified in overweight individuals. Obesity has also numerous financial implications. In the U.S. alone, the annual cost of treating obese patients represents 16.5% of

the national spending on medical care. Similarly, the cost of treatment of obesity in the EU may rise to 0.61% of a country's GDP. Moreover, the economic burden for companies that have obese employees is not negligible since obesity is associated with absenteeism, increased injury claims and healthcare costs. It is therefore imperative to encourage and implement evidence-based programs for weight-loss in obese and overweight individuals.

**Objective:** The purpose of this narrative review is to evaluate the existing literature on weight-loss programs designed for overweight and obese adults so as to present the findings in a format that allows practitioners to implement the key-findings in a coaching program.

**Methodology:** Using key search terms, a literature search of academic databases such as PsychInfo was conducted. Resulted papers were assessed against several criteria, in order to exclude papers which were irrelevant to the main purpose of this review.

**Results:** The literature suggests that an effective program is expected to produce a weight-loss of at least five percent of the initial body weight that is maintained at follow-up. Weekly sessions of CBT offered over an average of 6 months produce the aforementioned results and maintain them. Expectation management and weight-loss self-efficacy are aspects that need to be addressed in order to fully engage individuals in their quest. Delivering the program through the use of the internet can be as successful as face-to-face interaction, but less cost-effective. A proposal of such an ehealth Coaching program is presented based on a rational analysis of existing programs and their outcomes.

### *3. Integrating Dynamic Aspects to and Cognitive-Behavioral Approaches in the treatment of Bulimia Nervosa*

**Presenter:** Yael Latzer

**Author 1:** Yael Latzer, University of Haifa, Israel

**Author 2:** Miri Givon, Rambam Medical Center, Israel

#### **Abstract:**

Bulimia Nervosa (BN) is an eating disorder characterized by recurrent uncontrollable episodes of binge-eating that lead to the rapid consumption of large amounts of food within a short period, followed by purging behaviors. BN is associated with psychiatric and physical complication as well as with interpersonal, familial, and social factors. BN in our unit is treated by a multi-disciplinary team utilizing a number of treatment approaches, including pharmacological, psychodynamic, dialectic behavioral (DBT) and cognitive behavioral (CBT) therapies. We have recently incorporated elements of Interpersonal Psychotherapy (IPT) as well as dynamic aspects.

The incorporation of short term dynamic elements along with interpersonal allows to provide an integrated model for BN. To our knowledge, no one has described a combined integrative model for the treatment of BN. Until recently, dynamic psychotherapy, CBT and interpersonal approaches were considered to be different that were even competitive . However, the question as to whether these approaches are entirely different, or if they share a common denominator still exists. Our pilot intervention enables to bridge the existing gap between these approaches so an internal integration can truly be achieved.

The aim of the current presentation is to present the combination of interpersonal aspects to a multidisciplinary approach. This implementation included the focused yet deep exploration of the interpersonal conflict on the one hand and the reduction of the BN symptoms on the other hand. This is in line with the central tenet of IPT is that ED occurs in an interpersonal context and that the onset, response to treatment and outcomes are influenced by the interpersonal relations between the patient and significant others.

The presentation will describe the new integrative treatment model we have been piloting, followed by a clinical example, and a discussion of the importance of incorporating this additional dimension in order to most successfully treat bulimia nervosa. We will also include the dilemmas that arise from combining these approaches as well as recommendations for future research.

#### *4. Evidence-based Coaching Interventions in Eating Disorders Prevention: The State of the Art*

Presenter: Andreea Munteanu

Author 1: Andreea Munteanu

Author 2: Roxana Cardos

##### **Abstract:**

Evidence-based practice has become a central issue in the delivery of health care internationally. Growing dissatisfaction with traditional strategies in health changes has resulted in calls for more collaborative approaches. One of these approaches is health coaching, a broader concept which developed from psychology for enhancing wellbeing and performance in personal life and work domains, with normal, non-clinical populations, integrating adult learning or psychological approaches. While this service has been around since the early 90s, in the last few years coaching has expanded into the field of eating disorder treatment and recovery. Eating disorders remain a serious cause of morbidity and mortality in children, adolescents, and young adults.

Significant progress has been achieved in the development and evaluation of eating disorders over the past 25 years. The purpose of this literature review was to assess evidence for the content and effectiveness of coaching interventions for eating disorders. Thus, the present study evaluates the existing literature on health coaching for eating disorders, with the purpose of identifying good practices for mental health practitioners and other relevant specialists about how to use evidence based coaching programs in eating disorder's prevention and intervention.

Prevention research of eating disorders have had some success, but often find considerable variation in outcome among studies, and as a consequence , fail to reach firm conclusions about the overall effectiveness of the interventions in question. The article highlights the most important findings related to program content, coaching techniques and outcomes in overcoming eating disorders.

### *5. EduCare - a new program for the training of elderly carers*

Presenter: Aurora Szentagotai, Ph.D.

Author 1: Aurora Szentagotai, Babes-Bolyai University, Romania

Author 2: David Opris, Babes-Bolyai University, Romania

Author 3: Daniel David, Babes-Bolyai University, Romania

Author 4: Anca Dobrean, Babes-Bolyai University, Romania

#### **Abstract:**

The Education for Care (Edu.Care) is a project financed by the European Commission through the Grundtvig Lifelong Learning Programme. The project is designed to address an important problem at European level, namely the training of elderly caregivers, in order to help the elderly remain active, express and fulfill their cognitive, social and affective needs. This paper offers a detailed description of the project, whose goal is to test an innovative model of training elderly carers, based on the following premises: changing the perception of the elderly on carers, rethinking the role of the carer, enhancing the carers awareness of their own role and encouraging active aging. The project involves both trainers of elderly carers and carers. The innovative aspect of the project is its aim to change the way training in the field is delivered, emphasizing communication and relationship oriented training. Courses contain modules on gerontology, psychology; help relationships, coaching and web-skills. In addition to the standard, face-to-face format, courses are also supported by a Web 2.0 Platform, which enables easy access to all course materials and enhanced communication and interaction among participants. Edu.Care thus aims to change the culture and practice of personal care of elderly, supporting an active aging culture and practice. As a result of the project, we envision changes taking place at various levels involved in elderly care: trainers of elderly caregivers, caregivers, organizations and institutions related to elderly care.

## **Open papers Session 3: Stress, emotion-regulation and performance**

Chair: **Daniel David, Ph.D.**

### *1. The efficiency of an "ACT" Stress Management Program on Anger and Job Satisfaction*

Presenter: Karol-Julien Wild, M.A.

Author 1: Karol-Julien Wild, Wild & Associates - Private Practice; "Vasile Goldis" Western University of Arad, Romania

Author 2: Chiralina Limota, Arad County Emergency Hospital, Romania

Author 3: Oana David, Babes-Bolyai University, Romania

#### **Abstract:**

Work stress is a major concern in today's workplace. Highly stressed workers report more health problems and also work and productivity related problems than their less stressed colleagues. Namely, job satisfaction, performance and creativity are impacted by work distress. Acceptance and Commitment Therapy (ACT) for work stress may be an effective

intervention to increase job satisfaction and diminishing anger and anxiety through mindfulness and acceptance.

To explore this idea, a sample of 32 individuals was assigned to either an ACT work stress intervention or a control group (waiting list). The intervention consisted of two 3-hour sessions held one week apart. Acceptance, stress anxiety and anger, experiential avoidance, unconditional self-acceptance and job satisfaction were assessed pre intervention, and post intervention.

Results after ACT intervention show a marginal trend for acceptance increases in the ACT coaching group, and a significant increase in job satisfaction regarding communication. Results do not show a significant change for the intervention group for the other variables measured. Possible explanations, implication toward the efficiency of ACT intervention on work stress and possible solutions for its applications problems are discussed.

## *2. Hardiness, rationality and emotional distress*

Presenter: Cristina Mogoase, Ph.D.

Author 1: Cristina Mogoase, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

### **Abstract:**

The concept of hardiness has been advanced to explain the individual differences in face of adversity. Cognitive-behavioral approaches of stress reactions claim that individual differences in face of adversity lies mainly in how the individual represents and evaluates the adversity. Although hardiness implies a clear cognitive component (so called “hardy attitudes”), little (if any) effort has been ever made to integrate the concept of hardiness with theoretical and practical developments in the field of cognitive-behavioral coaching. This study aims to fill this gap by investigating, in a cross-sectional design, the extent to which the cognitive component of hardiness is different from the concept of rationality (shown to promote emotional resilience when the person faces difficult life circumstances). We will measure emotional distress, rationality and irrationality, and hardy attitudes and will comparatively investigate the predictive value of rationality, irrationality, and hardy attitudes in relation to emotional distress. We are interested specifically in relating rationality and hardy attitudes, as both of them have been proposed as strengths that promote emotional resilience. The results are expected to contribute to the clear understanding of these competing concepts and promote further research focused on capitalizing on one’s strengths to improve his wellbeing and performance.

## *3. Developing and testing an implicit measurement of rationality/irrationality: the Implicit Association Test of Rational/Irrational Thinking (IAT-RIT)*

Presenter: Cristina Mogoase, Ph.D.

Author 1: Oana David, Babes-Bolyai University, Romania

Author 2: Cristina Mogoase, Babes-Bolyai University, Romania

Abstract:

Rational and irrational beliefs are key constructs that underlie clinical and preventative strategies aimed to decrease emotional and behavioral problems, within a Rational Emotive Behavior Therapy (REBT) framework. However, pervasive measurement issues related to rational and irrational beliefs measurement have been reported in the literature. We believe that these measurement issues are due at least in part to the very nature of rational/irrational beliefs, as they are assumed to be deeply engrained cognitive schemata, not always verbalized. Therefore, here we explore the possibility of capturing rational and irrational beliefs by means of using an implicit association test. We will investigate comparatively the predictive value of self-report and implicit measures of rational and irrational beliefs in relation to self-reported emotional distress, task performance, and persistence in a frustrating experimental task. The results are expected to contribute to the current understanding of the nature and role of rational and irrational beliefs in relation to functional and dysfunctional emotions and behaviors.

*4. Towards mindfulness mechanisms: Effects of brief mindfulness meditation training on emotion regulation and negative affect reactivity to induced stress*

Presenter: Șerban Condrea

Author 1: Șerban Condrea, Babeș-Bolyai University

Author 2: Aurora Szentagotai-Tătar, Babeș-Bolyai University, Department of Psychology

Abstract:

Mindfulness meditation (MM) has been widely documented for its beneficial effects on several aspects related to well-being, such as coping with stress. However, the cognitive mechanisms by which these favorable outcomes are promoted have been scarcely investigated. Previous studies consider positive reappraisal as part of the underlying mechanism of MM (i.e. Garland et al., 2011), although their results are inconclusive due to limitations in research designs. Furthermore, conceptualized in a traditional manner, positive reappraisal involves modification of the content of the original appraisal in order to change its meaning towards a more positive one. This stands in contradiction with what MM promotes, which is non-judgemental, non-intrusive, present moment awareness. Considering these arguments, further investigation, employing more adequate research designs, is needed. Therefore, our goal was to experimentally investigate if negative affect reactivity to laboratory induced stress lowers following MM training, and if this effect is produced by changes in the emotion regulation (ER) strategies used in that specific situation.

The 60 participants (19 to 34 yrs., recruited through online advertising) were randomized into two groups: treatment (30 - 1 dropout) and waitlist controls (30). The treatment group received a 5-session MM training that closely followed part of the Mindfulness Based Stress Reduction (Kabat-Zinn, 2003) protocol: breathscape, bodyscape, soundscape, mindscape, choiceless awareness. Pre- and post- test assessment included trait mindfulness levels, negative affect reactivity to induced stress, situation specific ER and distress tolerance. Stress was induced using a computerized version of the Mirror Tracing Persistence Task (MTPT; Strong et al., 2003).

T test results showed the task was successful at inducing stress. Intervention effect on all dependent variables was tested using independent sample t tests. Results on this end are discussed in relation to former findings in the literature. Several mediation analyses were conducted in order to test if mindfulness facets, ER (i.e. acceptance, rumination, positive reappraisal) or distress tolerance carried effect in the relationship between MM training and negative affect reactivity. Results are discussed from theoretical and practical perspectives. This study encourages future efforts in the further development of Mindfulness Based Cognitive Coaching. The integration of MM into more traditional Cognitive Behavioral Coaching could have advantageous outcomes for the clients. This study also contributes to theoretical progress on the matter.

## **Open papers Session 4: Stress Management and performance coaching**

Chair: **Silviu Matu, Ph.D.**

Discussant: **Simona Stefan, Ph.D.**

### *1. Managing the double Agenda in Executive Coaching*

Presenter: Karol-Julien Wild, M.A.

Author 1: Karol-Julien Wild, Wild & Associates - Private Practice; “Vasile Goldis” Western University of Arad, Romania

Author 2: Chiralina Limota, Arad County Emergency Hospital, Romania

Author 3: Delia Podea, Arad County Emergency Hospital; “Vasile Goldis” Western University of Arad, Romania

#### **Abstract:**

The primary problems addressed in executive coaching are business and management issues, from increasing performance, employees motivation, applying different kind of strategies to conflict management, answering critical questions. Although in almost each case executive coaching is sought, executives present dysfunctional beliefs systems that interfere which there management and leadership tasks. That bring the need to work on a double agenda in order to receive long terms results, more exactly: (a) assigning work-related action plans, and (b) teaching executives to challenge there dysfunctional beliefs systems.

In general in clinical settings is usual to beginner working on the emotions and afterwards on the practical problems, in organizational settings this may not be always possible. Making executives aware about the interference of their own irrational beliefs with their work-related tasks is not always enough, because of the consequences and urgent need to resolve the practical problems. In this regard we have developed a framework that helps us to intervene on the double agenda at once, integrating: (a) operating conditioning, (b) solution focused techniques, and (d) cognitive ABC-model in the solution searching and analyzing process. Finally we present implication for future coach training programs and research.

### *2. A case for adjusting emotional expectancies as a tool in Cognitive Behavioral Coaching*

Presenter: Carmen Dominica Cotet, M.A.

Author 1: Carmen Dominica Cotet, Babes-Bolyai University, Romania

Abstract:

One of the main goals of evidence-based executive, workplace and life coaching refers to finding solutions to improve performance, enhance goal achievement and personal satisfaction (Blukert, 2006; Grant, 2005). Specifically, life coaching orients clients towards achieving certain goals and monitoring their performance towards those goals. One of the identified obstacles in achieving these goals is represented by irrational beliefs regarding past, present and future events which lead to dysfunctional emotional and behavioral consequences. A Cognitive Behavioral Coaching approach to overcoming those obstacles would be to reframe these events in more rational terms and therefore modify the self-handicapping beliefs which lead to said unwanted consequences (Cox, Bachkirova, Clutterbuck, 2010).

A common distinction between two types of beliefs involved in generating emotional and behavioral outcomes posits that there are “cold” cognitions (descriptions of and inferences about activating events) and “hot” cognitions (evaluations of said descriptions and inferences), “cold” cognitions being more proximal to the event in the causal chain (David & Szentagotai, 2006). A specific type of cold cognition or inference regarding future events refers to individuals’ predictions of future emotional states. These have been referred to in the literature as response expectancies towards emotional outcomes or affective forecasts (Gilbert et al., 1998; Kirsch, 1985). Although these predictions highly correlate with actual future emotional states, there seems to be a consistent bias towards over predicting the duration and intensity of primarily negative emotional states (Gilbert et al., 1998; Gilbert & Wilson, 2009). Such a bias might lead to negative consequences incongruent with improving performance, achieving life goals and personal satisfaction.

*3. Positive Reappraisal and Suppression by Faking: An experimental study on the compared efficiency of two emotion regulation strategies in job interview public speaking*

Presenter: Cantă Alexandra, M.A.

Author 1: Cantă Alexandra, Babes-Bolyai University, Romania

Author 2: David Oana, Babes-Bolyai University, Romania

Abstract:

It has been suggested that deep acting emotion regulation strategies are more effective in reducing anxiety, than surface acting ones. Moreover, it seems that surface acting emotion regulation is an important component of emotional labor. In order to compare the effects of these strategies, 47 participants, diagnosed with social phobia, were asked to give a 5-minute speech in a staged job interview. Participants were randomly assigned to one of two groups: 1st with a positive reappraisal instruction and 2nd with suppression by faking instruction. Two studies were conducted to test two general hypotheses: (1) Individuals with reappraisal instruction will regulate anxiety better than those with suppression instruction, and (2) regardless of the emotion regulation instruction, social phobia patients are more likely to respond submissive to induced anger, than in other ways. Contrary to expectations, both groups show a similar decrease in anxiety levels, in positive affects and a similar evolution of confidence. When anger was induced by negative feedback, it appears that among the entire group, the most used anger coping strategy was in fact humor, and not submission.



#### *4. A case study on coaching young talented soccer players improving performances by developing their self-regulatory skills*

Presenter: Wietske Idema

Author 1: Wietske Idema, HAN University of Applied Sciences, Netherlands

Author 2: Marjolein Torenbeek, HAN University of Applied Sciences, Netherlands

Author 3: Sebastiaan Platvoet, HAN University of Applied Sciences, Netherlands

Author 4: Chris Visscher, University of Groningen, Netherlands

Author 5: Marije Elferink-Gemser, HAN University of Applied Sciences, Netherlands;  
University of Groningen, Netherlands

##### **Abstract:**

Introduction: Sports talents continuously challenge themselves to set and achieve goals, what contributes to a successful route to the top. Recent research shows that well-developed self-regulatory skills can help in reaching goals in an efficient way (Jonker, 2011). The question is how trainers and coaches can help sports talents to work efficiently on their goals, by improving their self-regulatory skills. Self-regulation is distinguished by the following components: meta-cognitive skills (planning, monitoring, evaluation, reflection), motivational skills (effort and self-efficacy) and the actual behavior. The present case study describes an intervention on coaching young talented soccer players to improve their self-regulation and, as a consequence, their soccer performances.

#### *5. Coaching military leaders for a high job performance*

Presenter: Ionica Cristina

Author 1: Ionica Cristina, National Intelligence Academy "Mihai Viteazul", Romania

Author 2: Coldea Dorina, National Intelligence Academy "Mihai Viteazul", Romania

##### **Abstract:**

Overall purpose of the study was to identify the motivational and personality traits specific to performing military leaders in order to outlining a psychological profile of performing leader in today's military organization. This profile is used to design a coaching program for development effective leadership styles appropriate to the investigated organization.

In study I we aimed to identifying a psychological profile of the performing military leaders (F-JAS, analysis was performed with 21 experts in the military field for each of the 21 social/interpersonal skills), and in study II we research personality (NEO Pi-R) and achievement motivation (AMI) of military leaders (The population consisted of 106 subjects, 90 men and 16 women, aged 25-51 years, military-educated who worked in the operational field of national defense system, 53 of them are occupying a managerial position, and 53 have leader's specific tasks, but without being a formal leader in military organization).

Results: Designing a program to develop leadership skills through coaching

The development objective program is to develop leadership skills and competencies, to increase motivation and job satisfaction of both them and subordinates, and to acquire behaviors and skills needed to work with the team, which also will increase cohesion, loyalty, performance and job satisfaction, and will lead to a positive working environment and will improve the specific activities.

We intend to conduct a six weeks coaching program, with the frequency of one session per week, and then we will evaluate the effectiveness of the program and we will suggest possible corrections after its completion with a first series of military leaders.

Coaching sessions will begin with assessing personality characteristics and potential leaders / future leaders, and meetings will be structured to develop the following personal, relational and organizational skills: 1. Skills on a personal level (Learning and development; Self-motivation; Self-organization; Stress-Control; Positive thinking), 2. Skills related to the relational area (Negotiation skills; Developing others, guidance; Developing relationships; Influencing others; Team-work, cooperation; Organization, management and coordination of work-teams), 3. Skills with an impact on organizational area (Being an effective agent of change; Taking responsibility and decision-making; Leading Skills; Team-management; Being flexible; Strategic and conceptual thinking; Having initiative; Being orientation towards results and achievements; Solving life and work-related problems).

## **Session 5 Open papers: Positive psychology, resilience & performance**

Chair: **Aurora Szentagotai Tatar**

### *1. Time on the job, reappraisal, work autonomy and indicators of satisfaction*

*Presenter: Muscalu Bratescu, I.C*

Author 1: Muscalu Bratescu, I.C, Nagoya University, Graduate School of Education and Human Development, Japan

Author 2: Matsumoto, Nagoya University, Graduate School of Education and Human Development, Japan

Author 3: Kanai, A., Nagoya University, Graduate School of Education and Human Development, Japan

Author 4: Takai, J., Nagoya University, Graduate School of Education and Human Development, Japan

#### **Abstract:**

In this study we aimed to research the effect of the cognitive control, the process of reappraisal and of the behavioral control regarding the realization of the activities on the job on three outcomes referring to satisfaction: marital satisfaction, job satisfaction and satisfaction with the balance between work and home, in the condition of the increases in the working time-related solicitations from job. In the elaboration of the measurement instrument, we applied the back-translation method and we found an almost perfect fit between the original variants of the scales developed in the previous studies of Gross and John (2003), Kuper and Marmot (2003), Lucas et. al. (2003), Rutherford et.al. (2009) and Valcour (2007). In measuring the outcomes, we used representative items of each measure. We recruited Romanian people through snowball technique and thus constituted a convenience sample of 311 workers ( $N = 311$ ; 140 men, 161 women, 10 unspecified). The results of the UNIVARIATE ANOVA showed that reappraisal has a moderator role in the relationship between work on a day off and marital satisfaction [ $F(2, 242) = 5.79, p < .005, \eta^2 = .05$ ] and behavioral control has a moderator role in the relationship between

extended work time and the satisfaction with job and with work-home balance. Moreover, the findings of a path analysis in a constructed structural equation model showed that the development of job-related skills that permit the control.

*2. Positive Emotion Regulation. A Study for Increasing Savoring the Moment: Differential Impact on Positive and Negative Outcomes*

Presenter: Diana E. Pop, M.A.

Author 1: Diana E. Pop, Babes-Bolyai University, Romania

Author 2: Aurora Szentagotai Tatar, Babes-Bolyai University, Romania

**Abstract:**

Emotion regulation refers to the attempts to influence the types of emotions people have, when and how these emotions are experienced and expressed. While there is an enormous amount of research focusing on how people regulate negative emotions, the same thing cannot be said about the regulation of positive emotions. According to the broaden-and-build theory, cultivating positive emotions may be useful for building resilience to stressful events. Savoring is considered a form of emotion regulation used to maintain and extend positive emotional experiences. It has 3 components: savoring through anticipation, through reminiscing and savoring the moment. Regulatory behaviors that help people sustain and maintain positive emotional experiences may have a positive impact as far as health and well-being are concerned. Savoring the moment implies focusing on positive events while they occur, in order to increase, intensify or prolong positive emotions in the present. The purpose of this study is to test an intervention meant to increase positive outcomes and decrease negative outcomes over 2 weeks. Having this in mind, it is hypothesized that the participants in the intervention group would experience increases in positive affect and life satisfaction and decreases in negative affect and distress when compared to those in the control condition. Participants were represented by students, both male and female, recruited from the universities in Cluj-Napoca and their age ranged from 19 to 25.

Participants were randomly assigned to either the intervention or control group. During the first session (Time 1), both groups filled in questionnaires related to positive affect (PANAS-X Positive Affect Scale), life satisfaction (Satisfaction with Life Scale), negative affect (PANAS-X Negative Affect Scale) and distress (depression, anxiety and stress DASS). Then, the intervention group listened to a 20 minutes recording and they were offered materials describing savoring the moment. After that, they were given a savoring log in order to keep track of the number of times they savor events, together with a list of the ways of savoring in order to facilitate their task. The control group was asked to just write events that happened during that day for the next 2 weeks. During the second session (Time 2), both groups filled in the questionnaires from Time 1 to see if there were significant differences between the two groups.

Comparisons between the two groups were conducted to see if the hypothesis would be supported. Implications of the results for well-being and recommendations for interventions will be discussed.

### *3. Counting Blessings vs. Counting Events: Investigating Gratitude and Subjective Well-Being in Daily Life*

Presenter: Lia E. Oltean

Author 1: Lia E. Oltean, Babes-Bolyai University, Romania

Author 2: Aurora Szentagotai Tatar, Babes-Bolyai University, Romania

#### **Abstract:**

Gratitude, although defying easy classification, has been defined both as a positive emotion and a disposition. When being defined as an emotion, it is described in terms of a positive emotion one experiences when being the recipient of another individual's intentional generosity, while when being defined as a disposition it describes a general tendency. According to these definitions, the more gratitude is expressed as an emotion by an individual, the more it is related to a disposition that characterizes that particular's individual's personality.

Emmons and McCullough have investigated in an experimental design the impact of gratitude on well-being, having participants randomly assigned into one of the three following conditions: gratitude, hassles or events. Results showed participants in the gratitude condition exhibited heightened well-being relative to the comparison groups.

Since previous research has focused on the comparison of the gratitude condition with the hassles one, the current study experimentally investigated the perceived quality of life in two different contexts: counting blessings vs. counting daily events.

Students, with ages ranging from 19 to 25, were recruited from the universities in Cluj-Napoca. Participants were randomly assigned in one of the two conditions, being either instructed to list three things they were grateful for or three things that affected them daily, for a period of two weeks. Besides the listing of blessing or life events, the participants completed reports including ratings of mood and physical illness symptoms.

Comparisons were conducted between the two groups. Implications of the results for well-being, and recommendations for interventions will be discussed.

### *4. The efficacy of a positive psychology based intervention in parenting*

Presenter: Diana Tarcea, M.A.

Author 1: Diana Tarcea, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

#### **Abstract:**

**Objective:** The current study evaluates the efficacy of a 'gratitude journal' intervention in parenting. Parenting was conceptualized in this study in its broader sense, as the behaviors parents have towards their children, the attitudes and parental beliefs, emotions toward the child, parental well-being and parental stress

**Method:** 34 parents of children aged 2 to 12 were randomly assigned to one of the two experimental conditions: the intervention writing a gratitude journal about positive aspects of the parent-child relation for 12 consecutive days and a control condition. Different

parenting aspects, as well as parental well-being and parental stress were measured before and after the intervention.

Results: Parents completed pre- and post-intervention measures relative to parenting. There was an improvement in the behavioral component of parenting and in difficult child domain as for the pre- and post-intervention measures for the intervention group.

Conclusions: Giving the relative small size of the sample the results are preliminary; this short and easy to implement intervention makes it a good candidate for future research.

## SYMPOSIUMS & PANELS

### Panel Session 1: Evidence-based training in coaching

Chair: **Oana David, Ph.D**

Discussant: **Michael Cavanagh, Ph.D.**

*1. Evidence-based training in cognitive-behavioral coaching: Effectiveness of the personal development component of the CBC: Academy of Life and Executive Coaching course*

Presenter: Oana A. David, Ph.D.

Author 1: Oana A. David, Babes-Bolyai University, Romania

Author 2: Oana Cobeanu, Babes-Bolyai University, Romania

Abstract:

During the past years coaching has become an emergent guidance profession. Cognitive behavioral coaching (CBC) focuses on enhancing the emotion-regulation abilities of clients and replacing their non-productive behaviors. However, qualified professionals are needed in order to effectively facilitate the desired changes in their clients. The personal development component is considered one of the most important aspects of the training in a therapeutic framework, through a commitment to tend towards self-development and address personal vulnerabilities.

*Objectives:* We aimed to investigate the effectiveness of the personal development component within a training program in CBC, more specifically its impact on trainees' levels of distress and their performance. Irrational and rational beliefs, as well as the quality of weekly self-monitoring forms, as predictors (in the program) for distress and performance levels, were also measured.

*Methods:* Participants were enrolled into a one semester cognitive-behavioral coaching postgraduate course at BBU (CBC: Academy of Life and Executive Coaching), during October 2011 through March 2012. Prior to and after the course, participants completed an online a set of questionnaires. 102 trainees were included in the study; 88 participants completed the training and were considered for the final analysis. Mean age of the participants was 36.94 (SD = 7.45), ranging from 25 to 59 years. 81.4% of the participants were women and 18.6% were men.

*Results:* Results obtained show that our CBC training program was effective in reducing participants' depressive mood ( $t(100) = 2.40, p = .018, d = 0.351$ ) and improving their work performance ( $t(100) = -1.19, p = .014, d = -0.266$ ), by the end of the course. Irrational beliefs significantly mediated the relationship between participants' initial level of depression and their level of depression after the CBC training, indirect effect = 0.027, SE = 0.2, 95% CI = [0.0008; 0.9]. Quality of self-monitoring forms moderated the relationship between work performance pre-course and post-course (Adjusted  $R^2 = .47, F(1, 50) = 4.72, p = 0.034$ ).

*Conclusions:* Implications are discussed underlying the use of an evidence-based approach for training professionals in the field of CBT/C. The importance of including a personal

development component in CBC trainings should be carefully considered and further investigated.

## *2. Cognitive-behavioral processes of trainees personal development based on the ABC model*

Presenter: Silviu A. Matu, Ph.D.

Author 1: Oana A. David, Babes-Bolyai University, Romania

### **Abstract:**

Personal development has been included as a component of most training programs in cognitive-behavioral interventions (CBI). Although CBI have shown to be effective in the case of psychological problems, having well-studied mechanisms, there is much less data on the effectiveness of training programs in using this approach, and little is known on how trainees use the knowledge they gained to modify their own thinking patterns and achieve better emotional and behavioral outcomes. In this study we investigated the most frequent irrational/dysfunctional beliefs and dysfunctional consequences reported by 94 participants in a CBI training program. We also investigated the cognitive-restructuring methods they adopted in order to reach more adaptive consequences. Trainees filled 340 standard ABC forms as part of their personal development component, approaching negative events in their lives. Qualitative data was coded independently by three ratters with extensive training in CBI. Contingency analysis results indicated that demandingness, awfulizing and global evaluation were the most frequent cognitions associated with anxiety, while low frustration tolerance was most frequently associated with anger. The central themes of the negative life events most frequently associated with anxiety were comfort, affiliation, and achievement. For anger, the most common theme was fairness. Trainees used most frequently pragmatic cognitive restructuring to achieve more functional outcomes. Our results are in agreement with the theoretical predictions made by the cognitive model of CBI in regard to the relationships between irrational/dysfunctional cognitions and dysfunctional emotions. Yet, we also identified several particularities for this population that could inform future training programs.

## *3. Consultation offered by the clinical psychologist in organizational and industrial settings*

Presenter: Stefan Simona, Ph.D.

Author 1: Stefan Simona, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

### **Abstract:**

When providing clinical consultation/coaching in organizational or industry settings, the clinical psychologist may encounter challenging situations due to the triadic nature of the relationship. For example, he/she may be hired by one party (the consultee) and provide direct services, such as psychological intervention, to another party/ individual. Also, the psychologist may have to offer consultation when the case-relevant information is obtained from the third party, and not primarily from the individual. In such instances, the question of who the client is, with all its implications, is of particular relevance. The paper discusses

important ethical issues related to informed consent, confidentiality, power, and competing interests, providing background information and practice guidelines.

#### *4. Attitudes of the Romanian CBT professionals towards Cognitive Behavioral Coaching*

Presenter: Diana Mirela Candea, M.A.

Author 1: Diana Mirela Candea, Babes-Bolyai University, Romania

Author 2: Carmen Dominica Cotet, Babes-Bolyai University, Romania

Author 3: Silviu Andrei Matu, Babes-Bolyai University, Romania.

Abstract:

The objective of this study was to assess the attitudes of the CBT professionals towards Cognitive Behavioral Coaching (CBC) in Romania.

Although recent research shows that CBC is effective in several fields such as executive and life coaching and has become an increasingly used practice at the international level, its use among Romanian professionals is only at its beginning.

This might be partially explained by the fact that professionals may not be entirely aware of its usefulness and might not be sufficiently familiarized with its application in a variety of domains.

Another possible explanation might be drawn from the fact that although coaching has been established as a distinct profession at the national level, there are no clear-cut regulations concerning accreditation and training in CBC.

This paper presents the results of the survey regarding the attitudes of the Romanian CBT professionals towards CBC. Building on these results, we discuss practical implications regarding proper training and dissemination of CBC practices.

### **Symposium Session 2: Executive coaching: assessment and models**

Chair: **Oana David, Ph.D**

Discussant: **Arthur Freeman, Ph.D.**

#### *1. Testing a double perspective instrument for measuring managerial coaching skill*

Presenter: Andreea Munteanu

Author 1: Andreea Munteanu, Universitat Autònoma de Barcelona, Spain

Author 2: Lucia Ratiu, Babes-Bolyai University, Romania

Abstract:

*Objective:* While coaching has been conceived as a new managerial strategy in organizations, the interest for reliable and valid tools to assess management, increased among science practitioners. This paper provides some information about approaching managerial coaching and examines the validity of an instrument in identifying manager coaching skills from two perspectives manager and employee. The instrument has been developed by McLean et al. (2005, 2008), and measures managerial coaching on five dimensions: open communication, team approach, value people over task, accept ambiguity, facilitate development.



*Design:* A quantitative study was designed in order to test validity of the instrument measuring managerial coaching.

*Method:* Data has been collected from 113 employees from two Romanian companies. Participants were managers (N=45) and front line employees (N=68). They completed Manager Coaching Skill instrument according to their position in the organization: the managers completed self-report version and the subordinates completed the other report version assessing the coaching skills of their managers. Previously, the instrument has been culturally adapted.

*Results:* Confirmatory Factor Analysis in AMOS Graphics provided statistical support for the reliability and validity of the double perspective Manager Coaching Skill instrument. The scale follows the conceptual structure of the original instrument with five factors indicating good factor loadings. Good indices have been found also for the model fit of the double perspective instrument but not strong enough to accept the model. Lastly, the chi-square difference test performed between constrained and unconstrained model showed lack of equivalence across groups indicating that this model couldn't work equally for managers and employees.

*Conclusion:* This study shows that Manager Coaching Skill instrument proved factorial validity for Romanian managers and offers data about measuring managerial coaching in other cultural settings than English speaking countries. However, an improved version of the instrument for Romanian population should be used in the future.

## *2. Prescriptive index: online assessment for executive cognitive-behavioral coaching*

Presenter: Oana David, Ph.D.

Author 1: Oana David, Babes-Bolyai University, Romania

Author 2: Arthur Freeman, Midwestern University, USA

### **Abstract:**

The Prescriptive Index (PI) platform is the first dedicated to the appraisal and development of managerial competencies through cognitive-behavioral coaching. This paper aims to present the development and psychometric properties of the tools part of the Prescriptive Index platform, for the assessment of managerial emotional competencies. PI integrates a variety of measurement techniques and instruments. There are the multi-rater Freeman-Gavita Prescriptive Executive Coaching (PEC) Assessment for measuring core managerial skills, and the multi-rater Managerial Coaching Assessment System (MCAS) for the evaluation of coaching competencies in managers. There are also the web and mobile based Mood Wheel measure based on the experience sampling procedures, for the assessment of current/previous distress and positive emotions; and the self-report Manager Rational and Irrational Beliefs Scale (M-RIBS) for the assessment of managerial attitudes connected with emotion-regulation. Results obtained show that instruments integrated in the PI platform have adequate initial psychometric support and predictive validity. Implications are discussed for the advancement of the executive cognitive-behavioral coaching.

### *3. Beyond the individual: Cognitive behavioral coaching approaches to working with leadership network cognitions*

Presenter: Sean A. O'Connor

Author 1: Sean A. O'Connor, University of Sydney, Australia

Abstract:

*Introduction:* Cognitive behavioural coaching within in the context of leadership development in organizations, largely focuses on the individual's development and the development of effective cognitions. Given that leaders are embedded in complex networks of interaction it may be important to consider the potential for broader level systemic impact of change that begins at the individual cognitions of a leader. Preliminary research has shown that Cognitive behavioural coaching can have an impact on the wellbeing of members, beyond those coached directly, through the coaching ripple effect. There is also evidence supporting the idea that certain types of leaders have more effective network cognitions which can be related to the effectiveness of groups and teams. This presentation reports recently published research on changes observed in the relational networks of an organisation following a solution focused, cognitive behavioural coaching intervention and provides insight in to the potential for cognitive behavioural coaching approaches working directly with the network cognitions of leaders potentially improving their leadership effectiveness.

*Methods:* An AB design coaching intervention study was conducted across an organisation (N=225). Wellbeing and quality of interaction was measured using Social Network Analysis. Twenty leaders (n=20) received 8 coaching sessions. Goal attainment and 360 feedback on transformational leadership were assessed in the control, pre and post intervention periods.

*Results:* Goal attainment, transformational leadership, psychological wellbeing and perceived quality of interaction increased for those who received coaching. Additionally, the closer any member of the network was to those who received coaching, the greater their increases in wellbeing.

*Conclusions:* This research highlights the influence of coaching beyond the individual leader within an organisational context. Additionally Implications are drawn for working directly with leader network cognitions as a coaching methodology.

*Practical Implications:* These results and those from related research have important implications for organisational wellbeing initiatives, and leadership development through cognitive behavioral coaching which will be discussed.

### *4. A Multi-rater Approach to Managerial Coaching Measurement. Development and Initial Validation of the Managerial Coaching Assessment System (MCAS)*

Presenter: Silviu A. Matu, Ph.D.

Author 1: Oana A. David, Babes-Bolyai University, Romania

Author 2: Silviu A. Matu, Babes-Bolyai University, Romania

Abstract: Two distinct approaches have emerged in the literature trying to define and measure managerial coaching: the behavioral model and the skills model. As both of them received criticism for not taking into account important components, we developed a new instrument that tries to integrate these models in the Managerial Coaching Assessment System (MCAS).

The MCAS allows ratings coming from three perspectives: managers (self-report), employees (other-report) and external observers (observational). This study presents the development and initial validation of the multi-rater instrument on a sample of 54 managers and 40 of their employees. Results showed that the MCAS has good internal consistency, with Cronbach's alpha for the three versions ranging between .72 and .93. Exploratory Factor Analysis showed a one factor structure for the self- and other-report versions, and a two factors (facilitating and empowering) structure for the observational version. In regard to criterion validity, the MCAS was a good predictor of performance over a six months period,  $r(17) = .68$ ,  $p = .003$ . Also, it was marginally associated with lower needs for managerial skills improvement, as measured with a multi-rater index,  $r(21) = -.39$ ,  $p = .08$ , and self-reported managerial rational attitudes,  $r(26) = .36$ ,  $p = .06$ . Preliminary data indicates that the MCAS is adequate for assessing managerial coaching skills/behaviors but future research is needed to establish all of its psychometric properties, such as test-retest reliability, and convergent/divergent validity. The MCAS could facilitate future research and practical applications, related to assessing the efficacy of training programs that target the development of managerial coaching skills and behaviors.

#### *5. Improving Managers Coaching Skills during Adversity. Development and Validation of the Rational Managerial Coaching Program (rMCP)*

Presenter: Oana A. David, Ph.D.

Author 1: Oana A. David, Babes-Bolyai University, Romania

Author 2: Silviu Matu, Babes-Bolyai University, Romania

#### **Abstract:**

Although managers' ability in coaching their employees is considered to be an important factor for the success of modern organizations, there is little empirical research on how to develop managerial coaching skills and behaviors. Starting from the Cognitive Behavioral Coaching principles, we developed a new program – the Rational Managerial Coaching Program (rMCP) – targeting the development of such skills and behaviors, comprising several components, including solution-focused coaching, efficient communications and feedback, and stress management skills. In this study we tested the effectiveness of the rMCP in a sample of 22 middle-level managers working for a multinational telecommunications company. Results showed that rMCP increased the coaching abilities reported by the managers,  $t(19) = -2.75$ ,  $p = .031$ , and by an external observer,  $t(17) = -2.47$ ,  $p = .024$ . We also found an increase in managerial rational attitudes,  $t(21) = -2.22$ ,  $p = .037$ , and a decrease in irrational attitudes  $t(21) = 4.59$ ,  $p < .001$ . After controlling for trait optimism, we identified an increase in distress,  $F(1, 12) = 4.90$ ,  $p = .047$ , which was expected given that the participants undergone a highly stressful job-related event at the moment of post-intervention assessment, but also a reduction in managers' dysfunctional negative emotions  $F(1, 12) = 6.62$ ,  $p = .024$ , which suggest that the emotional management component helped the managers to cope with the stressful situation. These preliminary data show that the rMCP might be an effective intervention in developing managerial coaching and emotion regulation skills. Future studies should assess the efficacy of this program in controlled conditions and should look at other relevant organizational outcomes.

### **Symposium Session 3: Innovative technology and coaching**

Chair: **Daniel David, Ph.D**

Discussant: **Tulio Scrimali, Ph.D.**

#### *1. Robot-enhanced intervention: applications for anger management and depressed mood in children*

Presenter: Cristina Costescu, M.A.

Author 1: Cristina Costescu, Babes-Bolyai University, Romania

Author 2: Bram Vanderborght, Vrije Universiteit Brussel, Belgium

Author 3: Daniel David, Babes-Bolyai University, Romania

#### **Abstract:**

*Introduction:* Previous research showed that children with Autism Spectrum Disorders (ASD) tend to experience dysfunctional emotions of anger and depressed mood. The purpose of this study was to evaluate the effectiveness of a robot-enhanced intervention for anger management and depressed mood in children diagnosed with ASD.

*Method:* Twenty-two children were randomly assigned to either intervention or community care conditions. Children in the intervention participated in six 2-h weekly group sessions. The sessions were structured in three parts, following an enhanced cognitive behavioral therapy protocol: a) teaching social skills (modifying the activating event); b) identifying and modifying irrational beliefs c) teaching adaptive behaviors.

*Results:* We expect that children that are in the experimental group will demonstrate more knowledge of social skills strategies; will have more rational beliefs; will have fewer dysfunctional emotional responses, and show lower frequency and intensity ratings on negative emotions related episodes after treatment. Limitations of the study and suggestions for future research are also discussed.

#### *2. Robo-RETMAN and Therapeutical Cartoons in reducing anxiety of elementary school children*

Presenter: Cristina Costescu, M.A.

Author 1: Cristina Costescu, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

Author 3: Daniel David, Babes-Bolyai University, Romania

#### **Abstract:**

*Introduction:* Cognitive-behavioral interventions (CBT/Rational Emotive Education/Coaching) emerged in various international guidelines as a “golden standard” for various clinical conditions, including child psychological problems. Currently, CBT can be delivered to children in different forms, but less is currently known about the best format to deliver it to children. The purpose of our study is to investigate the efficacy of two formats of delivering some concepts from Rational Emotive Education (REE) in reducing anxiety of elementary school children. *Method:* The number of participants included in this study was 60 children: 27 children aged 7-8 years and 33 children aged 10-11 years. Each participant had to go

through two conditions: Robo-RETMAN and therapeutic cartoons (mixed order). In Robo-RETMAN condition children listened first to Robo-RETMAN's psychological pills (PsyPills) targeting their dysfunctional feelings (e.g., anxiety), and then watched the therapeutical cartoons based on REE framework. In therapeutically cartoon condition children have watched a cartoon episode first and then interacted with Robo-RETMAN. RETMAN was developed in a simple robotic agent (Robo-RETMAN). Practically, when a radio-frequency identification card labeled with a dysfunctional feeling, is brought near to Robo-RETMAN, it will prescribe the child, verbally, various psychological pills (PsyPills). For example, the PsyPill prescribed by Robo-RETMAN, when the child told that he/she feels anxious, would be "It is bad, but not awful when things do not happen the way you think they should happen"; this is based on the REBT/CBT theory (see David et al., 2010) arguing that awfulizing and rigid thinking are key determinants of panic and anxiety. The therapeutic cartoons were based on rational stories aiming to reduce irrational beliefs and teach children rational thinking patterns in order to change their emotional and behavioral reactions. Results Better results are expected when using both prescribed PsyPills by Robo-RETMAN and therapeutic cartoons in reducing anxiety and dysfunctional feelings in elementary school children compared to the usage of only one of the two forms of interventions.

Key words: rational emotive education, anxiety

### *3. Integrating Advancements from CBT into CBC: Attention Bias Modification for coaching public speaking skills.*

Presenter: Roxana Cardos, M.A.

Author 1: Roxana Cardos, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

**Abstract:** Several studies suggest that computer-based attention modification programs can be a promising new approach for public speaking coaching. The current study investigates the efficacy of a computer-based version of attention training for public speaking in a randomized controlled study.

Forty-five anxious individuals seeking coaching for public speaking were randomly assigned to either an attention retraining group (ABM, N= 18), or a control group with intervention - virtual reality exposure therapy (VRET, N=27). Participants of the ABM completed modified dot probe tasks, designed to facilitate attention disengagement from threat. Participants in the VRET completed control dot-probe task after the virtual reality exposure sessions.

At post-assessment, participants in ABM showed significant symptom reductions with large within-group effect-sizes on public speaking measures (ABM: Cohen's  $d = .53-.3.45$ ). However, no significant differences between groups were found at post-treatment for any outcome measure.

These results suggest that computerized attention training procedures may be beneficial for public speaking anxiety, but we advise fellow researchers to investigate the mechanisms involved in change. The conclusions of the present study, does not recommend the attention modification program as an independent intervention. However, the integration of this program in cognitive-behavioral coaching appears promising and requires further research.

#### *4. E-coaching: the stress management PsyPills app*

Presenter: Oana David

Author 1: Oana David, Babes-Bolyai University, Romania

**Abstract:** The adaptation of mobile phones for coaching self-regulation and performance is in its infancy. There are multiple modes of delivery in which mobile has been integrated in mental health services (e.g., videoconference, SMS, reminders), among which smartphones applications (apps) have become the most popular for m-mental health. PsyPills is a new app based on the concept of “Psychological pills”, which is an innovative concept, inspired by the clinical/medical field, which implies offering a personalized prescription with psychological content to the client. Preliminary findings regarding the effectiveness of the PsyPills is presented and their implications for the online coaching interventions and monitoring are discussed.

### **Symposium Session 4: Is CBC evidence-based?**

Chair: **Oana David, Ph.D**

Discussant: **Michael Cavanagh, Ph.D**

#### *1. Cognitive assessment and rehabilitation in virtual reality: theoretical review and practical implications*

Presenter: Alexandra Negut, M.A.

Author 1: Alexandra Negut, Babes-Bolyai University, Romania

Author 2: Daniel David, Babes-Bolyai University, Romania

**Abstract:**

Virtual reality technology was first used in training and assessment of aircraft pilots in a flight simulator because real-life training is dangerous, expensive, or difficult to control. Other areas of vocational training where virtual reality is used as part of vocational training are: driving, parachuting, army, fire-fighting, or Hubble Space Telescope ground control stuff.

Recently, virtual reality scenarios emerged as a promise tool in neuropsychological assessment and rehabilitation of cognitive processes and in clinical psychology as part of the desensitization process used in the treatment of different phobias such as: acrophobia, agoraphobia, claustrophobia, fear of flying and fear of public speaking. Furthermore, virtual reality applications are expanding to clinical uses in driving assessment for persons with brain injury, in training people with learning difficulties or intellectual disabilities.

Virtual reality scenarios have been developed in order to assess cognitive functioning such as: memory, attention and executive function. Most scenarios replicate everyday situations like shopping activities, navigation through a park or a street, learning objects in an apartment or virtual office, or sitting and solving tasks in a classroom. Results of these studies support the use of virtual reality scenarios in neurocognitive assessment.

Virtual scenarios that are used in cognitive training and seem to be efficient, include a wide range of contexts from everyday life such as: a store (V-STORE), a kitchen, a city (AVIRC), as well as exercises like touching a ball on a screen for movement coordination, collecting a coconut and positioning it in a basket (IREX System).

Although virtual reality represents a relative new area of research and practice in psychology field, advances in technology and computer science have supported the development of more accessible and usable virtual reality systems. As a consequence, the costs of virtual reality devices have been reduced. In addition, technical and software features of virtual reality environments are easily modified so that it allows multiple applications from which various target populations may benefit from.

## *2. A summary of coaching effectiveness*

Presenter: Radu Soflau, M.A.

Author 1: Soflau, R., Babes-Bolyai University, Romania

Author 2: Valenas, S.P., Babes-Bolyai University, Romania

Author 3: Szentagotai, A., Babes-Bolyai University, Romania

Author 4: David, D., Babes-Bolyai University, Romania

### **Abstract:**

The popularity of coaching has increased during the past decade. Although, the field has seen a significantly growth and there are already many approaches to coaching, like cognitive behavioral coaching, solution focused coaching, positive psychology coaching or transactional analysis, the efficiency of these approaches is still unclear. Our aim is to briefly resume the status of the empirical research evaluating coaching effectiveness. We searched in the literature for efficacy studies. Effect sizes were calculated for studies where enough data were reported. The paper discusses the implication for coaching research and practice.

## *3. Integrating cognitive behavioural strategies in coaching*

Presenter: Sergiu Valenas, M.A.

Author 1: Valenas, S.P, Babes-Bolyai University, Romania

Author 2: Soflau, R., Babes-Bolyai University, Romania

Author 3: Szentagotai, A., Babes-Bolyai University, Romania

### **Abstract:**

Cognitive-behavioral therapy was developed as a therapeutic approach in the field of clinical psychology. The effectiveness of cognitive-behavioral (CB) approach is very well supported for a wide range of psychological disorders. However, the utility of cognitive-behavioral strategies in the organizational settings is still less clear. The aim of this paper is to synthesize from the literature the strategies for adapting CB techniques to the field of coaching. We also discuss how cognitive-behavioral approach can meet the goals of coaching.

## *4. Virtual reality exposure for overcoming fear of flying: What is the future of cognitive-behavioural interventions?*

Presenter: Roxana Cardos, M.A.

Author 1: Roxana Cardos, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

Author 3: Daniel David, Babes-Bolyai University, Romania

Abstract:

Nowadays one of the best validated forms of psychotherapy is cognitive-behavior therapy (CBT). Even though CBT is acknowledged as being one of the most effective forms of interventions in psychotherapy, there is still room for improvements. The efforts to improve the efficacy of CBT led to the incorporation of new therapeutic strategies, the virtual reality psychotherapy, a form of computer-based psychotherapy.

Virtual reality exposure therapy (VRET) is a new tool for conducting exposure therapy with the help of a computer “generated virtual environment, allowing for the systematic exposure to the feared stimuli within a contextually relevant setting. Virtual reality integrates real-time computer graphics, body tracking devices, visual displays, and other sensory input devices to immerse patients in the computer-generated virtual environment.

Research on this type of treatment for fear of flying is discussed in this article, and the mediating and moderating variables that influence VR treatment effectiveness as well. We are trying to show the contribution of the virtual reality exposure as a stand-alone treatment, but we are still interested in how well the interventions incorporating a virtual exposure component did, compared to the classical evidence-based interventions used in flight anxiety. The review concludes that the use of VR in fear of flying treatment is expanding dramatically and will become an integral part of cognitive assessment in the future.

## **Symposium Session 5: Life coaching**

Chair: **Daniel David, Ph.D.**

Discussant: **Windy Dryden, Ph.D.**

### *1. Research studies on Empowerment Life Coaching Program: Part 1 Building the foundation*

Presenter: Costea Roxana

Author 1: Petrescu Poesis, West University of Timisoara, Romania

Author 2: Costea Roxana, West University of Timisoara, Romania

Author 3: Straub Gail, Empowerment Institute New York, USA

Author 4: Gershon David, Empowerment Institute New York, USA

Abstract:

Introduction: Part 1 of this study aims to establish some hints about the behavioural change produced by the Empowerment Life Coaching Program designed by G.Straub and D.Gershon using qualitative research methods/reports. 15 Coaches trained to apply the Empowerment Life Coaching Program reported on the results they obtained with the clients they worked with. The coaches were distributed in 3 categories first category coaches who used the Empowerment Life Coaching Program the way the authors developed it, second category



coaches that adapted the Program to their own needs and the third category that used it more informally.

**Methods:** The study uses action research methods in order to collect information for further quantitative analysis. All the coaches received a semi-structured interview, scale of satisfaction and a profile of disponibilities or resistances to fill in. The semi-structured interview consisted of questions related to the aspects of methodology from Empowerment Life Coaching Program that they are currently using with their clients, about the aspects they decided to change and their reasoning for that choice, and about the particular changes within life sectors and using of power that they could identify at their clients. The scale of satisfaction was designed to refer to the results the coaches obtained with their clients within the life areas proposed in coaching sessions. The coaches reported on a profile of disponibilities or resistencies manifested by their clients when they tried to teach them the methodology of the programme.

**Results:** The findings of the study pointed two important aspects regarding the changes driven through the coaching programme: the perceived level of change and the perceived stability in time of the change. Some specific arguments for the choice for using the methodology of the coaching programme in the way it was designed were collected through interviews. These ideas were related to the perceived change in clients behaviour. There were shown particular aspects of the changes driven through the coaching program within the three categories. There was an emphasis of the degree of satisfaction on each life area.

**Conclusion:** Initial data regarding the use of techniques of Empowerment Life Coach Program, of the perceived nature and level of change and of the degree of satisfaction were gathered through action research methods. These findings set some basic points for evaluating cognitive and behavioural change in terms of quantitative research.

**Practical/Theoretical/Methodological implications:** These findings set some basic points for evaluating cognitive and behavioural change in terms of quantitative research.

## *2. Constructivist approaches in the ABC framework applied to coaching: emotional awareness, dilemmatic structures, and life themes and plans*

**Presenter:** Giovanni M. Ruggiero, M.D.

**Author 1:** Giovanni M. Ruggiero, “Studi Cognitivi” Cognitive Psychotherapy School and Research Center

**Author 2:** Gabriele Caselli, “Studi Cognitivi” Cognitive Psychotherapy School and Research Center

**Author 3:** Sandra Sassaroli, “Studi Cognitivi” Cognitive Psychotherapy School and Research Center

### **Abstract:**

It is plausible that in the special case of coaching the treatment of dysfunctional beliefs depends more heavily on clients subjectively built and construed goals and values than in the case of clinical applications of REBT. This situation may encourage the application of constructivist techniques to REBT. This presentation describes some of the affinities between REBT and constructivism and the application of constructivist techniques to the ABC framework in the special case of coaching. As Ellis himself wrote, there are significant

components in REBT compatible with constructivism (Ellis, 1990). From the 1970s on some Italian cognitive psychotherapists interpreted the ABC framework from a constructivist viewpoint. In particular, Guidano and Liotti used the ABC as aimed at promoting cognitive and emotional awareness in clients. Sassaroli and Lorenzini applied George Kelly's constructivist *œ*laddering technique to the ABC framework (a technique focused on dilemmatic structures) and encouraged the use of life experience report techniques in the ABC. More recently, Sassaroli, Caselli and Ruggiero (2013) applied the ABC framework to the assessment of a model of case conceptualization of dysfunctional beliefs and emotional suffering as a life plan that privileges avoidant, controlling and/or reactive attitudes to painful personal themes. This model is called LIBET (Life themes and plans Implications of biased Beliefs: Elicitation and Treatment). Clients vignettes illustrates practical examples of these applications.

### *3. Self-conscious emotions and coaching alliance*

Presenter: Diana Candea, M.A.

Author 1: Diana Candea, Babes-Bolyai University, Romania

Author 2: Aurora Szentagotai, Babes-Bolyai University, Romania

#### **Abstract:**

Establishing and maintaining an optimal coaching alliance is an important asset for the outcomes of the coaching process. However, there is little research about the necessary ingredients for a successful alliance and equally important about the factors that can cause disruptions in the coaching relationship. It is argued that the recent developments in the counseling and psychotherapy alliance research literature can inform this discussion of the coaching alliance. Building on this idea our paper discusses how negative self-conscious emotions, namely shame and guilt can affect the coaching alliance. We highlight the ways in which these emotions impact disclosure and collaboration between coach and coachee. Also, we offer directions for future research and we present several ways in which shame and guilt can be tackled from a cognitive-behavioral perspective.

### *4. Religiousness, Spirituality and Work Values : Implications for Coaching Programs*

Presenter: Ionut Mone, M.A.

Author 1: Ionut Mone, Babes-Bolyai University, Romania

Author 2: Roxana Cardos, Babes-Bolyai University, Romania

#### **Abstract:**

There is a relative dearth of research in the coaching field regarding the relation between religiosity, spirituality and working meaning and values. This is in contrast with the growing diversity in the 21st century workforce and the fact that employees conceptualize their work in religious and/or spiritual terms. Executive coaching studies show that multinationals are aware of the importance of incorporating religious orientations of their employees in their management approach. Work adaptation theory holds that work values are critical

components in the process of decision making and the congruence between work values and an individual's job leads to job satisfaction. Thus, it is important for coaching programs to find out what variables predict what work values in order to optimize the job satisfaction and performance of employers at the workplace. Spirituality and religiousness, might be two such variables, that predict job satisfaction and performance via their impact on work values.

This exploratory study investigates the relation between spirituality, religiousness and work values in a Romanian sample. Our research questions are : 1) How is intrinsic religiousness related to work values? 2) How is extrinsic religiousness related to work values ? 3) How is spirituality related to work values? 4) What is the relationship between gender and the other study variables?

Method: One hundred and twenty two participants were recruited online to participate in our study. The mean age of our participants was 23.94 (SD=4.91), ranging from 18 to 59 years .The majority of our sample were Orthodox Christian. The participants completed online a demographic questionnaire, the Intrinsic/Extrinsic-Revised (I/E-R) Scale , the Daily Spiritual Experiences Scale (DSES) and the Work Values Questionnaire (WVQ).

Results/Outcome: Our variables were not normally distributed. Our preliminary correlational analyses showed that gender was significantly related to the study variables so we performed a series of nonparametric partial correlation to control for gender. Intrinsic Religiousness was positively correlated with Cognitive Work Values (  $r_s = .234$ ,  $p < .001$ ). Extrinsic Personal Religiousness correlated negatively with Instrumental Work Values ( $r_s = -.154$ ,  $p < .05$ ). Extrinsic Personal Religiousness correlated negatively with Affective Work Values ( $r_s = -.177$ ,  $p < .05$ ). Discussion/Conclusion: The current study investigates the relation between religiousness, spirituality and work values. The results show that individuals who have a high level of intrinsic religiousness also have high levels of cognitive work values. Individuals with high levels of extrinsic personal religiousness also had low levels of instrumental work values and low levels of affective work values. These findings are important for guiding the design of coaching programs in a very dynamic 21th workplace environment.

## **Symposium Session 6: Parenting coaching, work-life balance**

Chair: **Oana David, Ph.D.**

Discussant: **Dominic DiMattia, Ph.D.**

*1. Self-Efficacy & Well-Being Increase with Israeli Single Mothers through Systems Coaching (SC): "I marked a path which I follow; there are setbacks I am my own master."*

Presenter: Gordon Bar Sunny, Ph.D.

Author 1: Gordon Bar Sunny, Haifa University, Israel

Abstract:

Objectives: To explore the influence of Systems Coaching on self-efficacy and goals achievement in single mothers.

Design: Mixed method: Quasi-experimental designed research, comparing research group participants (n=24) that went through SC with control group (n=28); Coaches and clients (n=25) were interviewed for deep understanding of that influence.

Results: Increase in Self- Efficacy, Goal Achievements and Well-Being measures and decrease in Self-Handicapping thoughts as result of SC intervention. Analysis of the interviews revealed three central themes: outcomes of SC, causes contributing to change & setting regulation variables. The qualitative findings support the quantitative ones.

Conclusions: SC influences human intention, motivation & behavior, and improves one's ability to reach goals. Self-leadership is a new concept that was created comprising self-efficacy & self-management and was found to be significant at the heart of coaching process and influence.

This type of intervention can be implemented in educational and organizational systems as well as individual change processes. Limitation and future research suggestions are discussed.

## *2. New tools in the service of parenting: Computerized training to positive stimuli.*

Presenter: Podina Ioana, Ph.D.

Author 1: Podina Ioana, Babes-Bolyai University, Romania

Author 2: Paraschiv Irina, Babes-Bolyai University, Romania

Author 3: David Oana, Babes-Bolyai University, Romania

### **Abstract:**

Up to now, numerous studies in the field of parenting and mother child interactions have focused more on diminishing the negative aspects of this relationship and less on enhancing its positive facets. In light of a) studies indicating that the true marker for psychopathology is the absence of a positive frame of mind and b) in light of a novel computerized intervention intended to reorient attention to positive stimuli, we aim to retrain mothers attentional focus to positive information regarding their children. For this purpose, we are interested in investigating, from a multidimensional perspective (i.e. cognitive, emotional, and behavioral), the efficacy of attentional training vs. attentional training plus explicit parenting instructions to a positive frame of mind and vs. a control group. In this respect, via two intervention sessions, we train mothers (N = 90) to positive information regarding children and their behavior. Following an experimental design, participants will be randomized to the three conditions.

We expect that the attentional training group, relative to the control group, will result in an enhanced orienting to positive information concerning children, in terms of cognitive, emotional, and behavioral assessments. Moreover, we expect attentional training plus explicit parenting instructions, relative to attention training only, to result in an enhanced orienting to positive information concerning children, in terms of cognitive, emotional, and behavioral assessments. The results could provide a brief and pleasant augment to current evidence-based parenting programs, with great self-help potential and improvements in the mother-child relationship.

*3. The intergenerational transmission of worry and interpretative biases: the mediating role of children's "anxious cognitions"*

Presenter: Costina Pasarelu, M.A.

Author 1: Pasarelu, C, Babes-Bolyai University, Romania

Author 2: Mogoase, C., Babes-Bolyai University, Romania

Author 3: Podina, I., Babes-Bolyai University, Romania

Author 4: Dobrean, A., Babes-Bolyai University, Romania

**Abstract:**

Worry, a common phenomenon in children, is associated with interpretative biases which are thought to play a causal role in the development of anxiety disorders. The present study examined the relationship between worry and interpretative biases in both children and their parents. We used a correlational design. Five hundred forty children (M age = 13.00; SD = 1.19) and their mothers (M age = 39.50, SD = 5.28) completed questionnaires measuring their general level of worry and their interpretation biases. Mediation analysis show that children's interpretative biases regarding themselves (indirect effect = 0.060, SE = 0.030, 95% CI = [0.016; 0.142],  $k^2 = 0.020$ ) mediated the relation between mothers' worry and children's worry. The results highlight the complexity of the cognitive factors' influence in anxiety and emphasize the role of investigating transdiagnostic factors related to both parents and children that can be targeted by intervention.

*4. Online coaching for parents: The Rational Positive Parenting Program*

Presenter: Oana David, Ph.D.

Author 1: Oana David, Babes-Bolyai University, Romania

**Abstract:**

The Rational Positive Parenting Program is an evidence-based curricula for parents of children presenting emotional and behavioral disorders, but also for coaching positive parenting. The program was adapted recently for online delivery, incorporating innovative tools, such as the attention bias modification procedures and therapeutic stories and cartoons. This paper will present the online curricula and preliminary findings for its efficacy. Implications will be discussed for the parenting coaching field.

*5. Relationship between worry and perfectionism in children. Implications for parenting*

Presenter: Pasarelu Costina, M.A.

Author 1: Pasarelu C., Babes-Bolyai University, Romania

Author 2: Dobrean A., Babes-Bolyai University, Romania

**Abstract:**

Both worry and perfectionism are being associated with psychopathology in children with major negative consequences on children's normal development. There is also consistent evidence in the adult literature that certain dimensions of perfectionism are related to worry,

therefore we wanted to investigate whether this can be sustainable for children too. The aim of the present study was to investigate the relationship between worry and perfectionism in children. Finally, the implications for parenting are being discussed.

## **Symposium Session 7: Coaching in Education: Rational Emotive Education Coaching**

Chair: **Adrian Opre, Ph.D.**

Discussant: **Dominic DiMattia, Ph.D.**

### **Abstract:**

Taking together, the papers included in this Symposium helps the participants to learn more about current interest in coaching approaches within preschools, schools, and universities. The speakers - researchers and practitioners working with children, students and teachers - will present specific programs, case studies and relevant empirical data. These contributions provide a sound basis for introducing coaching into any educational setting.

### **Contributions:**

1. Adrian Opre, Coaching teachers: Rational Emotive Behavioral Education efficiency.
2. Thea Ionescu & Oana Benga: Coaching in early childhood
3. Dana Opre & Ramona Buzgar: Coaching for teaching and learning in higher education
4. Dana Dumulescu, Mirela Calbaza, & Adrian Opre: Career coaching for college students.

## **Symposium Session 8: Translating clinical research into coaching practice**

Chair: **Martin Grosse Holtforth**

Discussant: **Daniel David, Ph.D.**

### *1. Translating clinical research into coaching practice*

Presenter: Martin Grosse Holtforth, Ph.D.

Author 1: Martin Grosse Holtforth, University of Bern, Switzerland

Author 2: Daniel David, Babes-Bolyai University, Romania

### **Abstract:**

Health is an important resource at the individual, organizational, and societal level. Work can be satisfying and engaging, but it can also be stressful and lead to poor health outcomes. Poor employee health adversely impacts on job performance, productivity, occupational injuries, and accidents (Clarke, 2009) and ultimately affects the financial health and effectiveness of the organization. Therefore, workplace is an appropriate setting in which to introduce interventions focused on achieving changes likely to reduce distress and improve mental health and well-being (Cartwright & Cooper, 2009; Waddell & Burton, 2006). In this symposium, we will examine how selected clinical findings can be translated into developing

effective coaching interventions in the organizational field. First Grosse Holtforth will provide a conceptual framework for the translation of clinical research into coaching practice. Three presentations will then focus on investigating mechanisms associated with health outcomes, and the last presentation will provide an overview of recent meta-analyses on working alliance-outcome correlation across settings. Visla, Grosse Holtforth, and David investigate the interrelationships among different types of cognitions postulated to be central in cognitive-behavior therapies (descriptions, inferences, and evaluations), aiming to find out what is the proximal mechanism to distress on which interventions should focus. Podina, Visla, and David examine the mediating role of response expectancies as a potential mechanism between the level of social anxiety and the anxiety associated with giving an impromptu speech. In a randomized controlled trial, Vulpe and Dafinoiu investigated if adding techniques designed to stimulate positive emotional experiences to cognitive-behavioral group therapy will lead to a greater reduction in anxiety symptoms, and a greater increase in positive emotions and life satisfaction than cognitive-behavioral group therapy alone. Flückiger will present an overview of recent meta-analyses that examine the alliance-outcome correlation across various treatments, settings, clients and professional characteristics. Finally, we will discuss the potential of translating clinical research findings into the practice of coaching in the workplace.

#### Contributions:

1. Andreea Visla: Cognitions in cognitive-behavior therapies: The role of descriptions, inferences and evaluations in predicting emotional distress. Implications for coaching field.
2. Ioana Podina: Being socially anxious is not enough: Response expectancy mediates the effect of social anxiety on state anxiety in a stressful situation. Implications for organizational setting.
3. Christoph Flückiger: The working alliance as a common factor across settings - An overview of recent meta-analyses.

### **Symposium Session 9: CBC: Assessment and application for different groups**

Chair: **Mehmet Sungur, Ph.D.**

Discussant: **Arthur Freeman, Ph.D.**

#### Abstract:

This symposium will cover various cognitive behavioral coaching models for different population groups. Arthur Freeman will be discussing Prescriptive Executive Coaching, aiming to provide a CBC tool for psychologist, Ulaş Özcan will be discussing about application of psychometric approach to cognitive behavioural coaching process, Selin Sertel will introduce a CBC model which is the infrastructure of an ICF approved Accredited Coach Specific Training Hours (ACSTH) Program, Elgiz Henden will discuss Cognitive Behavioral Coaching Practices for Adolescents.

### *1. Application of Psychometric Approach to Cognitive Behavioural Coaching Process*

Presenter: Ulaş Özcan, Turkey

Author: Ulaş Özcan, Turkey

#### **Abstract:**

Any functional or dysfunctional behavior is beyond being just an action of a person even if it is shaped by the environment. It is based on a person's cognitive processes which are co-constructed and characterized by basic motives, values, and other personality specific dimensions. While these dimensions triggering individual differences off, they do shape and influence coaching process as well. Regarding with this approach, in this presentation, the psychometric constructs, which a coach may benefit from, will be shared with the related experts. While the presentation, the basic motives, values, time and change orientations, and these constructs' effects on coaching process will be discussed. Additionally, the relationship between these psychometric components and frequent coaching themes will be mentioned.

### *2. CBC model which is the infrastructure of an ICF approved ACSTH Program*

Presenter: Selin Sertel, Turkey

Author: Selin Sertel, Turkey

#### **Abstract:**

This presentation suggests that globally well known and accepted Coaching definition and scope is built on the foundations of cognitive behavioral therapeutic approach and Positive Psychology concepts.

This suggestion is examined within a CBC model as groundwork and on basis of three components; goals, tools and approaches. Goals as; creating awareness, seeking belief as well as behavior change, proceeding with an experimental approach to change and support the client to become his own coach. Tools as in; establishing the coaching agreement, powerful questioning, between-session goal-oriented tasks, client generated actions, managing progress and accountability. Approaches as in; building trust and intimacy, coaching presence, designing actions.

CBC model introduced here is the infrastructure of an ICF approved Accredited Coach Specific Training Hours (ACSTH) Program. The core of this model is 'reading unhelpful cognitions' and then focusing on holding the client in 'unconditional positive regard'. The coaching competencies and skills will be discussed along with the model.

### *3. Cognitive Behavioural Coaching Practices for Adolescents*

Presenter: Elgiz Henden, Turkey

Author: Elgiz Henden, Turkey

#### **Abstract:**

Coaching an adult differs from coaching an adolescent on the basis of co-existing conditions during the coaching process.



Intersection points between the general coaching principles and the Cognitive Behavioural Theory requires a special emphasis; each and every one of these points is an opportunity and how to make use of them is crucial for coaching adolescents. Four state of mind lay on the basis of this approach on how to coach adolescents and these are: REALIZE, ADMIT, DISCOVER and MANAGE. This model predicts for each stage of the coaching process your relative position and indicates clearly services to which you are assumed to fulfil. Why Cognitive Behavioral Coaching appears to be more effective on communicating with adolescents? Why do young people involve more willingly to the process you initiated as you make use of the Cognitive Behavioral Approach? Answers to such questions to be generated through direct matching of Coaching's Basic Principles and the Cognitive Behavioural Approach as a whole.

## POSTERS

### Poster Session: Cognitive behavioral coaching- well-being and performance

#### *1. Effectiveness of emotion regulation strategies in effectively managing states of envy and employee performance*

Presenter: Gabriela Vaida, M.A.

Author 1: Gabriela Vaida, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

#### Abstract:

This study aimed to investigate the effects of emotion regulation - negative functional revaluation - in management states of envy and employee performance in a situation that bring envy. We conducted this experiment pre-testing participants with a test that measured envy as an emotion (Episodic Envy) and then post-test with the same scale to capture the effectiveness of intervention. After that we imposed a creativity task (Remote Association Test) to see if motivation to perform increased due to emotional adjustment.

Method analysis of experimental data we used was descriptive statistics, comparing the groups by ANOVA variance analysis method.

Following the experiment, significant differences emerged for the negative emotions felt: experimental group subjects experienced a significantly lower level of dysfunctional negative emotions than those in the control group.

The experimental group achieved a significantly better score on the task RAT and the participants have acquired mechanisms of emotional regulation and focused more on task.

As a result, it could have interesting implications not only in organizational but also in personal field.

#### *2. "Cognitive-behavioral coaching for performance anxiety: a case study of a world top athlete"*

Presenter: Stoica Hajnalka, Ph.D.

Author 1: Stoica Hajnalka, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

#### Abstract:

The paper aims at documenting the applicability of the cognitive behavioral coaching in sports performance, for improving the athlete's results in European Championship level competitions. The case presented is not only extreme and very representative, but also revealing, thus being able to help at suggesting future investigation lines in the sports domain. The start-up hypothesis was that the cognitive-behavioral coaching helps to improve sports performance and decrease the levels of performance anxiety. For this purpose the psychological provided was directed at reaching that level of mental capacity that would correspond to competition's requests and to achieving a top performance. The intervention package used consisted of a combination of exposure and cognitive restructuring, relaxation training, optimization of social abilities being included as options. Results obtained through the case study show the positive progress of the athlete in the competitions, and reduction of

her performance anxiety. Our research highlight the importance and necessity of cognitive-behavioral coaching in sports performance and, furthermore, at the level of school sport, where the foundation of top performance lays.

### *3. Combining mindfulness techniques with cognitive-behavioral therapy for perfectionism and procrastination*

Presenter: Irina Holdevici, Ph.D.

Author 1: Irina Holdevici, Titu Maiorescu University

Author 2: Barbara Craciun, Titu Maiorescu University

Author 3: Diana Dudau, Titu Maiorescu University

#### Abstract:

Introduction: The incorporation of mindfulness into the cognitive-behavioral models was accompanied by an impressive number of publications that highlighted the preventive and treatment-centered promising potential of these mixed strategies.

The aim of the present study was to further investigate the possible beneficial effects of introducing mindfulness techniques into a CBT group protocol for diminishing perfectionistic self-presentation strategies, perfectionistic cognitions, procrastination and anxiety among a population of non-clinical participants.

Method: The 180 Romanian master's and bachelor's degree psychology students ( $M_{age} = 25.49$ ,  $SD = 4.71$ ) that participated to this study were equally and randomly distributed into three groups of treatment: control (no intervention), CBT and CBT + mindfulness (CBTM).

The participants from the last two conditions received a 12-session group therapy that lasted 6 months (2 sessions/ month). Each session comprised 4 hours of group therapy work consisted of either only classical CBT techniques, either a combination of CBT and mindfulness exercises applied by the same therapist.

All participants were tested before and after the 6-month period by using the following instruments: Perfectionistic Self-Presentation Scale (PSPS; Hewitt et al., 2003), Perfectionism Cognitions Inventory (PCI; Flett et al., 1998), Hamilton Anxiety Scale (HAS; Hamilton, 1959) and Aitken Procrastination Inventory (API; Aitken, 1982).

Results: The statistical results indicated that the moment of the evaluation had a significant main effect on PSPS ( $F(3, 175) = 488.02$ ,  $p = .89$ ), PCI ( $F(1, 177) = 67.94$ ,  $p = .27$ ), API ( $F(1, 177) = 89.60$ ,  $p = .33$ ) and HAS scores ( $F(1, 177) = 80.50$ ,  $p = .31$ ). All values were significantly lower after both CBT and CBTM treatments, compared to pre-intervention phase. There were not across time significant differences among the control group.

There was also a significant main effect of the applied treatment on all dependent variables, suggesting that the tendencies of the three groups were generally different. The post intervention statistics revealed that the CBT group had lower scores on PSPS ( $F(6, 352) = 48.90$ ,  $p = .75$ ), API ( $MD = -8.01$ ,  $SD = 1.83$ ,  $p < .01$ ) and HAS ( $MD = -3.90$ ,  $SD = 1.03$ ,  $p < .01$ ), compared to control group. The CBTM group presented better results than the CBT group, under all aspects, excepting perfectionistic automatic thoughts ( $MD = -1.86$ ,  $SD = 1.13$ ,  $p = .30$ ). The interaction between the moment of the evaluation and the applied treatment had also a significant effect on all variables.

Conclusions: Our findings revealed that the combination of mindfulness and CBT techniques was more efficient than CBT techniques alone, in diminishing perfectionistic self-presentation strategies, procrastination and anxiety among a nonclinical population of psychology students.

The not statistically significant difference between CBT and CBTM, regarding perfectionistic automatic thoughts, could be explained by the fact that mindfulness does not imply an effort to modify dysfunctional cognitions, but rather the intention to enhance the awareness of cognitions which further, after substantial practice, may lead to a natural change. Thus, we hypothesize that a longer period of sustained mindfulness practice might have been needed for gaining more improvements.

All in all, despite some methodological limitations, this study highlights the benefits of expanding the range of CBT tools by including mindfulness techniques into the therapeutic work with nonclinical groups.

#### *4. Coaching emotion-regulation in children through REBE: effectiveness of the RETMAN rational stories*

Presenter: Gina M. Neamtu, M.A.

Author 1: Gina M. Neamtu, Babes-Bolyai University, Romania

Author 2: Oana A. David, Babes-Bolyai University, Romania

#### **Abstract:**

The purpose of this study was to investigate the efficacy of rational emotive behavior education (REBE) using the rational story The Retmagic of Retman and his wonderful adventures in improving self-regulation and reducing internalized and externalized syndromes in institutionalized children. Our sample consisted of 30 institutionalized children presenting externalization syndromes scores below subclinical range, who were distributed in two groups: the RETMAN group and waiting list group. The design of the research is quasi-experimental, compared design pre-post- follow-up intervention, with an experimental and a control group. Results supported the efficacy of the REBE intervention using the RETMAN rational stories in reducing externalizing and internalizing problems of institutionalized children in comparison with the waiting list. We obtained also lower levels of total irrational cognitions and of the specific irrational cognitions (global evaluation, demandingness for fairness, and frustration intolerance of rules), low levels of anger experienced and dysfunctional emotions of children, higher levels of positive emotions, emotional control ability and emotional awareness. Implications of the current research are discussed for improving the behavior of vulnerable institutionalized children, based on cognitive-behavioral coaching.

#### *5. The implementation of the program " Retman's story" in primary school children*

Presenter: Pop Carmen Liana, M.A.

Author 1: Pop Carmen Liana, Center for a Rational and Happy Life, Romania

Abstract:

The aim of the study was to investigate the efficiency of The Story of RETMAN as Rational-Emotive Behavioral Education (REBE) in second grade children to reduce their level of distress and irrational beliefs. Children were distributed in two groups: an experimental group (with REBE intervention) and a control group (with no intervention). There were three phases of the study: pre-test, REBE intervention and post-test.

Children received fourteen REBE sessions, which progressed weekly during four months. In the pre-test and post-test, children completed the following measures: PDA-KIDS (Profile of Affective Distress - kids version, Opris & Macavei, 2007) to assess emotions, CASI (Child and Adolescent Scale of Irrationality, Bernard & Laws, 1999) to assess irrational beliefs, and The Negative Life Events Questionnaire to assess emotions and cognitions related to specific life events. Inter-group and intra-group comparisons revealed the following findings: (1) The Story of RETMAN as REBE seems to be efficient in the reduction of irrational beliefs, in special for global evaluation (GE); (2) The Story of RETMAN as REBE is an efficient form to improve emotional intelligence among primary school children. In these meaning a paradoxical phenomenon of increasing emotional distress after REBE was found.

The limitation and directions for future research are discussed.

*6. Emotional regulation of anger in parents and children. The relationship between parents cognition, behavior, parental anger and behavior of 5-th to 7-th grade children*

Presenter: Pasca Ildiko Carmen, M.A.

Author 1: Pasca Ildiko Carmen, Center for a Rational and Happy Life, International Association of Cognitive Behavioral Coaching, Romania

Abstract:

Emotion regulation refers to the way in which we change our in appropriate reactions when confronted with problematic situations. Research that dealt with the study of emotional regulation and its relationship to the parent-child relation, has shown a link between the level of aggressiveness of the parents and the aggressiveness of their children.

This paper has proposed to investigate the relationship between parent's cognitions, behaviors and emotions and the cognitions, behaviors and emotions of their children. The work comprises two studies: Study 1 investigated there relationship between parent's dysfunctional cognitions, (i.e., automatic thoughts, emotion-regulation strategies) and children's dysfunctional cognitions. Study 2 investigated the relationship between parental anger, parenting stress and the level of the children's anger, their aggressive behavior and also the relationship between parenting style, parental control and children's emotional and behavioral problems. The participants were 168 children aged 10 to 14 years old, from "Ioan Opris" School, Turda ( $M=12.79$ ,  $SD=0.82$ ,  $N=167$ ), of which 75 were girls and 92 were boys and their parents ( $M=40.64$ ,  $SD=5.04$ ,  $N=56$ ). This paper is a correlational study. The research results show statistically significant positive correlations between parents irrational beliefs, dysfunctional automatic thoughts and dysfunctional emotion regulation strategies and children's irrational beliefs; between the frequency of parents dysfunctional automatic thoughts and the frequency and intensity of their anger episodes; between the anger and parental stress, dysfunctional parenting style sand the children's externalization and

internalization problems; between the high levels of parental psychological control and the children's internalizing problems. These results largely confirm the formulated hypotheses. In conclusion, parents irrational beliefs, dysfunctional emotion regulation strategies, parental anger, parenting stress, dysfunctional parenting style negatively influences children's cognitions, emotions and behavior.

#### *7. The effects of the Rational Parenting Program on parenting outcomes*

Presenter: Pop Carmen Liana, M.A.

Author 1: Pop Carmen Liana, Center For a Rational and Happy Life, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

##### **Abstract:**

The objective of this study is to investigate the effect of Rational Parenting Program (Gavita, DiGiuseppe, & David, 2013) on parent's irrational cognitions, negative dysfunctional emotions and parenting style. The Program was based on the video series of "SOS Help for Parents" (Clark, 1996) and is a parent educational program developed to build children's behavioral and emotional adjustment. Participants in the study were 55 parents who had children with behavioral problems. In the study the variables were operationalized : irrational cognition by means of the following scales: Automatic Thoughts Questionnaire (ATQ), General Attitude and Beliefs Scale (GABS), Unconditional Self-Acceptance Questionnaire (USAQ), The Philadelphia Mindfulness Scale (PHMSA) negative dysfunctional emotions by means of the following scale: Profile of Mood States scale ( POMS), and parenting style by means of the following scale: The Parenting scale (PS).

The program was delivered during 10 weekly sessions, and a follow-up session a tone month. According to data obtained in the post- test and follow -up, the level of irrational cognitions, negative dysfunctional emotions and parental style have changed. The results indicate a significant drop of irrational cognitions and negative dysfunctional emotions level and an improvement in the parental style. We discuss the need to implement parenting training programs to coach parents not only on how to address their children's problems but also on how to set realistic expectations concerning the role of parent.

#### *8. The efficacy of an acceptance based strategy for regulating emotions on reducing procrastination in workplace tasks*

Presenter: Larisa L. Nica, M.A.

Author 1: Larisa L. Nica, Babes-Bolyai University, Romania

Author 2: Oana A. David, Babes-Bolyai University, Romania

##### **Abstract:**

The goal of this study was to investigate in two studies, (1) the association of emotion-regulation strategies with procrastination in the workplace, and (2) the impact of an acceptance based strategy for regulating emotions on the tendency to procrastinate in the workplace for a group of employees (n=88). Emotion regulation was manipulated by instructing the experimental group to accept emotions, while the control group received only the instructions for the tasks. The dependent measures were task performance and emotional

distress. Results from Study 1 reveal a negative correlation between procrastination and acceptance. Results from Study 2 are supporting the efficacy of the acceptance strategy in regulating performance in specific types of tasks. Findings are discussed in the context of the lack of empirical data documenting the impact of emotion-regulation of workplace behaviors.

*9. Cognitive-behavioral coaching using virtual reality as exposure versus virtual reality exposure training on speech performance in subjects with public-speaking anxiety: A randomized clinical trial*

Presenter: Alexandra Les, M.A.

Author 1: Alexandra Les, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

**Abstract:**

The purpose of this randomized clinical trial was to test the efficacy of two treatments: a group cognitive-behavioral coaching with exposure in virtual reality (CBC+VRET) and virtual reality exposure training (VRET), in participants with public-speaking anxiety, focusing on behavior and physiological aspects of their performance in a impromptu speech task. 53 participants were randomized in the two groups (27 CBC+VRET and 26 VRET). They completed the treatment standardized protocol (4 sessions, 2 group sessions and 2 individual sessions in virtual reality) and completed scales pre and post intervention (Personal Report of Confidence as a Speaker, Liebowitz Social Anxiety Scale, Behavioral Avoidance Test, Presence Questionnaire, Immersive Tendencies, Autonomic Perception Questionnaire, Behaviours Checklist, State-Trait Anxiety Inventory X1 and X2).

We assume that participants in CBC+VRET group, will improve their speech performance as measured by observer on the behavioral task (BAT) and at self-rating (BCh), and in the same group the physiological response in a speech task will decrease compare to VRET group. None of these hypotheses were confirmed using paired t tests and ANOVA one-way. This means that both treatments prove efficacy in reducing public speaking anxiety, as far as behavioral and physiological body responses were concerned.

Participants in both groups, improve their performance (as it is measured by self-rated and observers), and reduce their uncomfortable body sensations (face becoming hot, mouth becoming dry, increases in heart rate) when delivering a speech in front of an audience. Follow-up in progress (at 3 and 6 months) is a limit that deter us from confirming that both treatments maintain their effects long term, so we could recommend VRET to be used in clinical practice considering this restriction.

*10. Effects of positive reappraisal and negative functional reappraisal on public speaking performance and emotional experience in social phobia patients*

Presenter: Ioana Salagean, M.A.

Author 1: Ioana Salagean, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

Abstract:

The purpose of the present study is to investigate the comparative effectiveness of two emotion regulation strategies employed during a public speaking experimental task and to determine the differences in anxiety symptoms, through subjective measurements, in social phobic's, while they anticipated making a public speech.

The strategies that were used have been both conceptualized as being effective, focusing on maintaining the negativity of one event and interpreting it in a less disruptive manner (eg. Gross & John 2003), instead of suppressing or remove it away from the attention field. Therefore, negative functional reappraisal maintains the discomfort but triggers an insight towards the bigger perspective of the evaluative process, and the positive reappraisal, on the other hand, allows shifting on the personal benefits of the event. Taking into account the outcome from the anticipation and public speech experimental phases, significant differences have been shown during one group of negative functional reappraisal subjects and control group, in terms of anxiety symptoms, which provides robustness of this emotion regulation strategy and is consistent with studies demonstrating its effectiveness in a negative emotions inducing situation (Cristea et al., 2012). Also its efficiency appears to be enhanced by suppression as the habitual emotion regulation strategy, the results indicating reduction in anxiety following internalization of the emotion regulation strategy.

*11. Effects of group cognitive-behavioral coaching with exposure in virtual reality compared with virtual reality exposure therapy on emotional reactivity among people with public speaking anxiety: A randomized clinical trial*

Presenter: Iulia Lechintan, M.A.

Author 1: Iulia Lechintan, Babes-Bolyai University, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

Abstract:

This paper aim is to compare the effectiveness of cognitive-behavioral coaching with virtual reality exposure (VRE + CBT) versus virtual reality exposure therapy (VRET) in terms of emotions felt and reduced anxiety in people with public speaking anxiety. In this controlled clinical trial, 53 people were randomized into two groups, and then they received an intervention to reduce public speaking anxiety. The difference between the two groups was the addition of group cognitive restructuring component of CBT + VRE. We used instruments measuring positive and negative emotions, attitudes and behaviors in public speaking situations, important factors for exposures made in virtual reality, such as immersion and presence. These scales were completed before and after the intervention. In the four exposures made, participants had to prepare a speech to present to a virtual audience. Results show that there were no significant differences between groups and for both interventions an improvement from pre-intervention to post-intervention occurred. Adding a cognitive-behavioral therapy protocol in virtual reality exposure does not significantly enhance efficiency after four exposures. This finding may be useful for designing effective interventions focused on reducing public speaking anxiety and reduce costs associated with it.



*12. Employee Rational and Irrational Beliefs - a new instrument for cognitive behavioral assessment*

Presenter: Teodora Duta, M.A.

Author 1: Teodora Duta, University of Oradea, Romania

Author 2: Oana David, Babes-Bolyai University, Romania

Author 3: Simona Trip, University of Oradea, Romania

**Abstract:**

The workplace represents another area of our lives where one's thinking patterns manifest. Rational thinking patterns correlates with performance, adaptive coping strategies, satisfactory relations while irrational thinking patterns correlates with low results, emotional distress and psychopathology. We conducted a study in order to develop and preliminary validate a new self-report measure Employee Rational Irrational Beliefs Scale (E-RIBS) to identify rational/irrational cognitions relevant for the employees.

Results show a two and three-factor solution for the E-RIBS, with two irrational beliefs subscales, and a rational beliefs subscale. The E-RIBS displayed strong psychometric, support evidencing adequate internal consistencies and concurrent validity.

*13. Delusional and dysfunctional beliefs. Psychotic construction of a personality with physical disabilities.*

Presenter: Simona Trifu, Ph.D.

Author 1: Simona Trifu, Universitatea de Medicina si Farmacie „Carol Davila”, Romania

Author 2: Silvia Radut, Clinical Hospital of Psychiatry, Romania

Author 3: Raluca Zamfir, UNATC, Romania

**Abstract:**

Introduction: This case is of a female patient, aged 44, whose psychiatric disorder (paranoid type schizophrenia), triggered at the age of 21, amid a disrupted family environment and overlapped the organic brain damage (encephalitis, in early childhood). Of a special importance is the relationship between N., the patient, and her mother. The latter, during the 44 -year period adopted an ambivalent and ambiguous position. She wanted her daughter to interact, socially, but she was also highly protective of her, shielding her from any "dangers". She hopes her daughter can appropriately develop an emotionally and sexually healthy life, but she fears a possible relationship her daughter might have. She recalls, concerned, of certain aspects of her daughter's life, proving she has lost touch with reality, but shares them with the others ("Doctors had fallen in love with N").

Methods: the patient's health assessment lies at the border between neurology, psychiatry and psychology, given the damage of the organic substance, in the context of neurological diagnosis proven by family's health history, mother's analysis, older medical documents, neuroimaging tests etc. The methods used during psychotherapy ranged from testing and neurobiological analysis to specific psychiatric examinations and internationally recognized psychiatric tests: Szondi Test, Sexual Vector (S), Paroxysmal Vector (P), Ego Vector (Sch), Contact Vector (C), CAQ , Tree Test.

Results: N. has a paranoid schizophrenic disorder. In childhood and adolescence, there were multiple prodromal signs: magical thinking, unusual perceptual experiences. Currently, a digressive speech is being observed, a type of isolation and lack of initiative. There was a certain debut of the illness before the age of 21, on a disturbed family environment background and the existence of a premorbid personality with development disorder. There was also a history of sexual delusional ideation. The turmoil of psychotic intensity occurs amid an identity disturbance and disorganizing anxiety with reference to hormonal disturbances and massive distribution of psychic energy in a body that suffers both mentally and physically.

Conclusions and Implications: Paranoid schizophrenic disorder, started at age 21, due to a disrupted family environment overlapped on the organic brain damage (encephalitis in early childhood). The patient's activity is limited to self-care activities. Auditory hallucinations and pseudo-hallucinations, accompanied by delusional interpretability. Delusional construction protects her from the self-esteem collapse. Sexual compulsion drives primitive defense. Patient presents an emotional instability, inhibited Self and exhibits physical suffering to draw pity. Relationship with her mother is of particular importance, is essential in ensuring the integrity of the person (her character is obviously hyper-protective) and environmental reference.

*14. The role of Greek philosophy in REBT coaching: A theoretical suggestion for a forceful-rational-coping-self-statements approach through Greek philosophical quotations*

Author 1: Chrysoula Kostogiannis, Ph.D. , Hellenic American University, Greece

Author 2: Demetris Katsikis, Ph. D., Hellenic Institute for RE&CBT, Greece

**Abstract:**

According to REBT Life Coaching 21-step process proposed by Dryden, a life coach is to help the coachee identify, pursue and ultimately achieve her personal life objectives. In achieving personal life goals, the coachee has to follow a classic empirical, logical and pragmatic REBT questioning process after she has made a coaching commitment. Focusing at the heart of this process, the purpose of this poster is to promote further a theoretical suggestion for the practical use of ancient Greek quotations during Rational Emotive Coaching through a forceful-rational-coping self-statements approach. This process is traditionally used successfully with children under 9 years old of age because of their normal cognitive deficits and it is sensibly proposed that it would be an alternative coaching and motivational strategy for candidate coaches too because it entails a practical and generic self-motivational method to endorse initial rational alternatives. Specifically, this poster promotes the idea that Greek philosophy quotations can be used as rational coping self-statements and rational mottos, under empirical, logical and pragmatic scrutiny, for further goal achievement in an individual or/and group REBT life coaching context. This strategy might offer a new alternative to Dryden's life coaching model and enriches the array of tools that a REBT coach (and therapist, likely) flexibly uses during disputational coach work. An initial rationale is proposed for the appropriate use of specific quotations of key Greek philosophers in a REBT coaching setting. Further suggestions include initial efforts to make theoretical connections

between ancient Greek quotations with specific rational and irrational beliefs while ideas for programmatic research are offered.

*15. Relationship between emotional regulation and burnout among nurses. Mediating role of irrational beliefs. Comparing two strategies of emotional regulation: reappraisal and suppression.*

Presenter: Delia C. Suceveanu

Author 1: Delia C. Suceveanu, Babes-Bolyai University, Romania

Author 2: Oana A. David, Ph.D., Babes-Bolyai University, Romania

**Abstract:**

Several studies suggest that emotional component is one of the most important components when we talk about work. The feeling and expression of emotion are some of the most basic human experiences. Emotional regulation is defined as “the process by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (Gross, 1998). On the other side, burnout is defined as a psychological term that refers to long-term exhaustion and diminished interest in work (Freudenberger, 1970). First, the current study investigates the relationship between emotional regulation and burnout and if this relation is mediated by irrational beliefs. Second, this study aimed to identify the efficacy of reappraisal and suppression as emotional regulation strategies in work context. Ninety-three nurses from Satu Mare County Hospital and from Satu Mare Public Social Services completed several questionnaires. In the second stage of this study they were randomly assigned to either a control group (N= 31), a reappraisal group (n=31) or a suppression group (N=31). Participants of this study completed initially several scales of stress, burnout, irrational cognitions, emotional labor individual and interpersonal emotion-regulation. Afterwards, they were randomly assigned to the three groups. In this stage they have rated the intensity of their emotions in 4 different moments of the day. After this, they completed the emotional state measures again.

Hypotheses of this study were that irrational beliefs mediate the relation between emotional regulation and burnout and that the suppression group will have higher scores of compared with reappraisal group. Results suggest that using the reappraisal strategy may be beneficial for approaching stress and burnout.

*16. The impact of objective versus subjective risk on emotional distress in breast cancer women*

Presenter: Ramona Moldovan

Author 1: Ramona Moldovan, Ph.D., Babes-Bolyai University, Romania

Author 2: Adelina Sabau

**Abstract:**

Objective: The aims of this study were to assess the impact of objective versus subjective risk on emotional distress and to investigate the extent to which cognitions mediate the impact of risk perception on emotional distress in a sample of breast cancer women.

Method: In retrospective quasi-experiment, a convenience sample of 53 breast cancer women (mean age 51.92 years, SD=10.33) completed questionnaires assessing subjective and objective risk emotional distress and cognitions.

Results: Subjective risk and objective risk are positively correlated ( $p<.01$ ). Subjective risk and objective risk cannot solely predict emotional distress. No association was found between subjective or objective risk and cognitions. Alternatively, cognitions are an important predictor of emotional distress. Moreover, cognitions were found to mediate the relationship between risk estimation and the emotional distress.

Conclusions: Results suggest that risk estimates (both subjective and objective) have a limited capacity to predict emotional distress in breast cancer women. The impact of risk estimates is mediated by cognitions which are an important predictor of emotional distress. Collective findings in this area will provide a better understanding of the mechanisms responsible for emotional distress in breast cancer women and will suggest potential psycho-social intervention strategies.



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